DOCUMENT RESUME

ED 168 644 JC 790 226

AUTHOR Wenckowski, Charlene
TITLE High School Juniors: Their Career Aspirations, Educational Plans, and Perceptions of Howard Community College.
INSTITUTION Howard Community Coll., Columbia, Md.
PUB DATE Dec 78
NOTE 120p.; Some charts may be marginally legible

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Academic Aspiration; College Bound Students; *College Choice; Community Colleges; Females; *High School Students; *Institutional Research; *Junior Colleges; Males; *Occupational Choice; Student Attitudes; Student Characteristics; *Student Recruitment
IDENTIFIERS *Student Objectives

ABSTRACT

In order to be able to more effectively serve the Howard County high school graduate, Howard Community College (HCC) surveyed high school juniors in spring 1978 as to their career interests and educational plans, their attitudes toward the college and its recruitment efforts, and their reading and listening habits (for advertising purposes). Responses to the survey came from 1,119 students or 61%. Some of the findings include the following: (1) nearly all career interests of juniors could be accommodated through HCC major programs; (2) 10% of the students planning college attendance planned to attend HCC; (3) students were dissatisfied with the variety of courses and programs at HCC; (4) students' attitudes toward the college were moderately positive; and (5) college recruitment efforts were inconsistent and inadequate around the county. Recommendations to improve attitudes, recruitment efforts, and the college's success in enrolling recent high school graduates are included in this report. Appendices contain the survey instrument, and attitudinal response items tabled by specific high schools, sex, HCC attendance plans, and adequacy of recruitment information rated by high schools. (Author/MB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED168644

High School Juniors: Their Career Aspirations, Educational Plans, and Perceptions of Howard Community College

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Charlene Wenckowski

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

by
Charlene Wenckowski
Director of Institutional Research/Funding

with table preparation by
Patricia Dabbs
Statistical Assistant

BEST COPY AVAILABLE

JC 790 226

Howard Community College
Columbia, Md.
December 1978

ACKNOWLEDGEMENTS

The author wishes to thank the Howard County Board of Education, particularly Dr. Maurice Kalin, and the Howard County high school principals and guidance counselors for their assistance with this study.

CONTENTS

Tables.....v

Abstract.....vi

Brief Summary of Results.....vii

Chapter 1: Statement of Problem, Project Purposes and Methods.....1

Statement of Problem.....1
Purpose.....1
Methodology.....2
Response Rate.....5

Chapter 2: Career Interests and Educational Plans.....6

Career Interests.....6
Educational Plans - General.....10
Howard Community College Attendance Plans.....12
Reasons for Not Attending HCC.....14
Summary.....14

Chapter 3: Attitudes Toward the College 18

Attitudinal Items - First Set.....18
Attitudinal Items - Second Set.....23
Attitudinal Items - HCC Strengths and Weaknesses.....24
Summary.....27

Chapter 4: Evaluation of College Recruitment Efforts.....31

Number of Students Meeting with HCC Representatives.....31
Quality of Recruitment Efforts.....33
Adequacy of Information.....36
Other Information Needs.....38

Chapter 5: Student Reading and Listening Habits.....40

Radio Stations.....40
Newspapers.....43

Chapter 6: Conclusions and Recommendations.....44

Conclusions.....44
Recommendations.....46

Appendix I Survey.....49
Appendix II Attitudinal Items - Set I, Responses by High School.....54
Appendix III Attitudinal Items - Set I, Responses by Sex.....60

Appendix IV Attitudinal Items - Set I, by HCC Attendance Plans.....66
Appendix V Attitudinal Items - Set II, by High School.....72
Appendix VI Attitudinal Items - Set II, by Sex.....76
Appendix VII Attitudinal Items - Set II, by HCC Attendance Plans.....80
Appendix VIII Adequacy of Recruitment Information, Ratings by High School.....84

TABLES

Page

I. Response Rates by High School....3
II. Distribution of High School Population and Sample Respondents by High School and Sex....4
III. Career Aspirations of Respondents by High School and Sex....7
IV. Do You Plan to Attend College? Responses by High School....11
V. Plan to Attend College by Sex....11
VI. Postsecondary Institutions Students Plan to Attend....13
VII. Do You Plan to Attend HCC? Responses by High School....15
VIII. Do You Plan to Attend HCC? Responses by Sex....15
IX. Reasons for Not Attending HCC by High School....16
X. Reasons for Not Attending HCC by Sex....16
XI. Mean Rating and Percentage of Don't Know Responses for Attitudinal Items - Set I by High School....20
XII. Mean Ratings and Percentage of Don't Know Responses for Attitudinal Items - Set I by Sex....21
XIII. Mean Ratings and Percentage of Don't Know Responses for Attitudinal Items - Set I by HCC Attendance Plans....22
XIV. Mean Ratings and Percent of Don't Know Responses for Attitudinal Items - Set II by High School....25
XV. Mean Ratings and Percent of Don't Know Responses for Attitudinal Items - Set II by Sex....26
XVI. Mean Ratings and Percent of Don't Know Responses for Attitudinal Items - Set II by HCC Attendance Plans....26
XVII. Strengths of Howard Community College....28
XVIII. Weaknesses of Howard Community College....29
XIX. Have You Met With an HCC Representative?....32
XX. Have You Met With an HCC Representative? by HCC Attendance Plans....32
XXI. Title of Representative Students Met With by High School....34
XXII. Results of Meeting with HCC Representative....34
XXIII. Results of Meeting with HCC Representative by HCC Attendance Plans....35
XXIV. Results of Meeting with HCC Representative by Representative Met....35
XXV. Adequacy of Information Received - Number and Percentage of "No" Responses....37
XXVI. Adequacy of Information Received by HCC Attendance Plans....38
XXVII. Radio Stations Listened to Frequently by Students....41
XXVIII. Newspapers Read by Students....42

ABSTRACT

In order to be able to more effectively serve the Howard County high school graduate, Howard Community College collects information relating to these students career interests and educational plans, their attitudes toward the College and its recruitment efforts, and their reading and listening habits (for advertising purposes). High school juniors in Spring 1978 were the participants in this study, and 1,119 of these juniors (61 percent) responded to a survey designed by the College. Some of the important findings include the following: (1) nearly all career interests of juniors can be accomodated through HCC major programs, (2) ten percent of the students planning College attendance plan to attend HCC, (3) students are unhappy with the variety of courses and programs at HCC, (4) students attitudes toward the College are moderately positive and (5) College recruitment efforts are inconsistent and of inadequate quality around the County. Recommedations to improve attitudes, recruitment efforts, and the College's success in enrolling recent high school graduates are included in this report.

BRIEF SUMMARY OF RESULTS
RESEARCH REPORT NUMBER 17

REPORT TITLE: High School Juniors: Their Career Aspirations, Educational Plans, and Perceptions of Howard Community College

AUTHOR: Charlene Wenckowski, Director of Institutional Research/Funding

PURPOSE: If Howard Community College is to adequately meet the educational needs of recent high school graduates, it must gain increased understanding of these needs. It must also be aware of high school student perceptions of the College and of its past recruitment efforts. Following are the objectives of the research project:

a. to determine career aspirations and educational plans of high school juniors

b. to determine these students attitudes toward Howard Community College and its programs and services

c. to evaluate the success of the College's recruitment efforts

d. to determine the most effective sources for placing newspaper and radio advertising regarding the College

METHODOLOGY: A survey instrument that had previously been used by the College to assess high school students' career interests was modified to include attitudinal items. The County Board of Education approved administration of the survey to all high school juniors. Methods of administration varied slightly among the schools, with most calling their students together in an assembly-type environment. Overall, 62 percent of the juniors responded to the survey. This sample is representative of the junior class population by sex.

IMPORTANT FINDINGS: Howard Community College's existing career and transfer programs will allow most juniors to pursue their career plans if they select HCC attendance. Several fairly popular career goals that cannot be met through HCC attendance include the following career areas: auto mechanics, flight attending, medical laboratory assisting, commercial art, forestry, and law enforcement.

More than 80 percent of the respondents plan to attend college. This is much higher than Howard County's historical average of 60 percent. Thus, it appears that many students' college attendance plans don't be-

come realities. Most students plan to attend out-of-state colleges with HCC being the second most frequent selection. Ten percent of those planning college attendance definitely plan to attend HCC. Another 27 percent are uncertain of whether they will attend HCC.

Responses of Wilde Lake students indicate that the College may experience a substantial reduction in the number of Wilde Lake students who enroll at HCC. Only 4 percent of these students note definite plans to enroll at HCC.

In general, respondents attitudes toward the College are moderate. No items about the College received mean ratings of good or better. Also, none received ratings which indicate strong agreement with positive statements about the College. Ratings indicate that Glenelg and Howard students have the most positive attitudes and Centennial and Oakland Mills students have the least positive attitudes toward the College.

Responses throughout the survey indicate that students are dissatisfied with the variety of courses and programs offered by the College. This fact is frequently cited as a reason for non-attendance at HCC.

In relation to the College's recruitment efforts, the major conclusion is that these efforts have been inconsistent among the high schools. Less than one-third of the juniors at the end of their junior year had met with an HCC representative. The majority of these did not feel well informed after the meeting. These findings indicate that there is room for improvement in the College's recruitment efforts.

Effective advertising sources for the College include the Baltimore Sun, the Howard County/Columbia Times, and the Columbia Flier.

RECOMMENDATIONS:

1. The College should seek to expand its career programs whenever such can be justified by student demand and manpower needs. Areas worthy of exploration include auto mechanics, flight attending, medical laboratory assisting, commercial art, forestry, and law enforcement.

2. The College should promote the fact that its transfer programs can lead to the pursuit of a wide variety of careers.

3. The College should develop methods to recruit those students for whom College attendance plans do not become reality.

4. The College should concentrate intensive recruitment efforts at Wilde Lake, Oakland Mills, Centennial, and Mt. Hebron high schools.

5. The College should promote the fact that it offers high quality academic programs.

6. College recruitment efforts must be well-planned and consistently implemented in each county high school. Information on the variety of College programs should be included in nearly every recruitment presentation. Information on how to apply, on financial aid programs, and on the transfer of credits should be emphasized.

7. Review of students' career aspirations indicates that it may be wise to promote certain of the College's curricula in certain high schools.

8. The College should promote its programs on WPGC, WCAO and in the Baltimore Sun, the Howard County/ Columbia Times and the Columbia Flier.

CHAPTER 1

Statement of Problem, Project Purposes and Methods

Statement of Problem

The recent Howard County high school graduate is an important element of the Howard Community College (HCC) student population. A priority of the College is to increase the proportion of recent high school graduates it attracts. Currently nine percent of the high school graduates attend HCC. In order to increase this percentage, the College needs to be aware of high school students' career and educational plans, of their attitudes toward Howard Community College, and of their opinions of current College recruitment activities. Also, it is important that College officials understand where paid advertising should be placed to reach the greatest numbers of high school students. Collecting information in these areas allows the College to design curricula and develop recruitment activities to more effectively meet the needs of the recent high school graduate. It also provides insight into future enrollment potentials for HCC.

Purpose

The project seeks answers to the following research questions:

1. What are the career aspirations of Howard County high school juniors? How do these vary among the high schools? How do they differ between males and females?

2. What are the educational plans of high school juniors? How do these plans vary among the high schools? How do they differ between males and females?

3. What are students attitudes toward and opinions of Howard Community College? How do these attitudes vary among high schools? How do they vary between males and females? How do they differ between those who are planning HCC attendance, those who are not, and those who are unsure?

4. What proportion of the high school students meet with an HCC representative? How do the proportions vary among the high schools? How do they differ among those planning HCC attendance, those who are not and those who are unsure?

5. How do students who have met with a representative of Howard Community College rate the quality of information received? How do these ratings vary among the high schools? How do they vary among those planning HCC attendance, those who aren't, and those who are unsure?

6. What radio stations do students listen to and what newspapers do they read? How do the reading and listening habits vary among the high schools?

Chapters 2 through 5 provide answers to these research questions.

Methodology

The survey instrument designed for the project is a modification of a "Career Interest Inventory" that the College had administered twice previously in the County high schools.[1] The Survey was supplemented with attitudinal items and media items that were developed through review of an instrument used by Charles Community College[2] and through input from interested staff members. The College's reading department then reviewed the survey to assure that the language was understandable to most high school juniors, the intended survey population.

High school juniors were selected as the survey population for

---

[1] Wenckowski, Charlene. Career Interest and Educational Plans of Howard County High School Juniors. Columbia, Maryland. Howard Community College, December, 1975 and, Wenckowski, Charlene. Career Interests and Occupational Plans of Howard County High School Juniors, 1976. Columbia, Maryland. Howard Community College, December, 1976.

[2] Goldstein, Mark; High School Image Study, LaPlata, Maryland. Charles Community College.

several reasons. First, they are at a stage in life where they should be making decisions about College attendance. Also, since the survey was administered during May and June, the juniors were completing their junior year and should have had some opportunity for contact with an HCC representative. Therefore, they should be able to evaluate the quality of the College's recruitment efforts. Finally, the high school counselors advised us that students younger than juniors are very undecided about their career and educational plans. Seniors, on the other hand, have plans so specifically made that the College has little chance to effect them.

A draft of the survey developed for the project was reviewed by Dr. Maurice Kalin, Supervisor, Research and Development at the Howard County Board of Education. Dr. Kalin suggested several modifications to the survey. He then agreed to pursue the necessary approvals from school officials to allow for survey administration. Approval was obtained and surveys were administered to each high school junior class in May and June of 1978.

The approaches used by high schools in administration of the survey varied. Most high schools called their juniors into assembly and asked them to complete the survey. In these cases, a Howard Community College staff member was present to explain the survey's purposes and uses. Three high schools utilized their junior English classes as a vehicle for completion of the survey. In these cases, the guidance counselors and teachers were informed of the survey's purposes and were asked to communicate these to the students. A cover letter attached to all surveys also explained the purposes of the research project.

Survey administration was completed by June 6, 1978.

Table I
Response Rates by High School

High School	Total Jr. Class Population	Number of Respondents	Response Rate
Wilde Lake	229	75	32.8
Oakland Mills	264	190	72.0
Mt. Hebron	217	137	63.1
Howard	291	181	62.2
Hammond	126	75	59.5
Glenelg	255	139	54.5
Centennial	190	159	83.7
Atholton	248	163	65.7
Total	1,820	1,119	61.5

Table II
Distribution of High School Population and
Sample Respondents by High School & Sex

High School	Sex	Population		Sample Respondents		(Sex)
		#	%	#	%	
Wilde Lake	Males	113	49.3	36	49.3	
	Females	116	50.6	37	50.7	$\chi^2 = 0$
	Unknown	0	-	2	-	
	Total	229	100.0	75	100.0	
Oakland Mills	Males	119	45.1	78	42.4	
	Females	145	54.9	106	57.6	$\chi^2 = .54$
	Unknown	0	-	6	-	
	Total	264	100.0	190	100.0	
Mt. Hebron	Males	120	55.3	75	55.1	
	Females	97	44.7	61	44.9	$\chi^2 = 0$
	Unknown	0	-	1	-	
	Total	217	100.0	137	100.0	
Howard	Males	143	49.1	72	41.1	
	Females	148	50.8	103	58.9	$\chi^2 = 24.49$
	Unknown	0	-	6	-	
	Total	291	100.0	181	100.0	
Hammond	Males	59	46.8	33	44.6	
	Females	67	53.2	41	55.4	$\chi^2 = .14$
	Unknown	0	-	1	-	
	Total	126	100.0	75	100.0	
Glenelg	Males	122	47.8	56	41.2	
	Females	133	52.2	80	58.8	$\chi^2 = 2.39$
	Unknown	0	-	3	-	
	Total	255	100.0	139	100.0	
Centennial	Males	103	54.2	81	52.3	
	Females	87	45.8	74	47.7	$\chi^2 = .24$
	Unknown	0	-	4	-	
	Total	190	100.0	159	100.0	
Atholton	Males	122	49.2	79	49.7	
	Females	126	50.8	80	50.3	$\chi^2 = .01$
	Unknown	0	-	4	-	
	Total	248	100.0	163	100.0	
Total	Males	901	49.5	510	46.7	
	Females	919	50.5	582	53.3	$\chi^2 = 3.42$
	Unknown	0	-	27	-	
	Total	1,820	100.0	1,119	100.0	

Response Rate

Sixty-two percent of the high school juniors completed the survey. Response rates by high school vary from 33 percent for Wilde Lake to 84 percent for Centennial. More than a 50 percent response rate was achieved by all high schools except Wilde Lake. (See Table I)

Overall, the sample obtained from the County high schools is representative of the junior class population by sex. Only one high school, Howard, demonstrated some response bias by sex with 59 percent of the sample being female while 51 percent of the junior class is female. Table II is a summary of respondents by sex.

Because of the variable response rates by high school, a total response figure for each item which simply sums each of the high school's responses results in totals which are more heavily weighted toward some high schools' patterns of responses than to others. Thus, such a total may not be a fair reflection of the response selections by the total county population. Therefore, appropriate tables contain an adjusted total column which reflects the distribution of responses that would have occurred had equal survey participation rates been achieved at each high school.

CHAPTER 2

Career Interests and Educational Plans

Career Interests

Summarized in Table III are respondents career aspirations by high school and sex of respondent. Adjusted totals are not provided in this table because frequency of selection of some careers is so small that adjustments could result in substantial bias. Therefore, only straight frequencies are provided.

By category, the most frequent career choices are in the areas of business, political and persuasive fields, and of health fields. Actual careers selected most frequently include secretary (46 selections), business administration (40 selections), engineer, field undecided (31 selections), physician (30 selections), accountant (29 selections), registered nurse (29 selections), lawyer (28 selections), computer programmer (23 selections), and auto mechanic (20 selections). Howard offers programs which can eventually lead to all of these careers except auto mechanic.

Some other career fields which demonstrate slightly lower levels of interest include the following: flight attendant (19 selections), psychologist (19 selections), musician/musical entertainer (18 selections), medical laboratory assistant (16 selections), actor/actress (14 selections), commercial artist (18 selections), police officer (15 selections), social worker (13 selections), forester (11 selections), educator, field undecided (11 selections), and kindergarten teacher (11 selections). The interest in arts and theater can be accomodated

Table III
Career Aspirations of Respondents
by High School and Sex

Career Field	Wilde Lake M	Wilde Lake F	Oakland Mills M	Oakland Mills F	Mt. Hebron M	Mt. Hebron F	Howard M	Howard F	Hammond M	Hammond F	Glenelg M	Glenelg F	Centen-nial M	Centen-nial F	Athol-ton M	Athol-ton F	Total M	Total F
AGRICULTURE AND FORESTRY FIELDS																		
Farmer	0	1	0	1	1	1	0	1	0	0	0	0	0	0	3	0	3	4
Soil Conservationist	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Game Warden	0	0	1	1	0	0	0	0	0	0	1	1	0	0	1	0	3	2
Horticulturist	0	0	1	1	0	0	0	1	0	1	0	3	0	0	0	0	1	6
Ornamental Horticulturist	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	1
Farm Manager	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Cattle Rancher	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0
Forester	0	0	1	0	1	0	0	1	2	0	2	1	1	1	1	0	8	3
Animal Keeper	0	0	0	0	0	0	0	1	1	1	0	1	0	0	1	3	2	6
Farm Hand	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
Floral Designer	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0
Gardener/Landscaper	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	2	0
Other	0	0	0	0	0	2	2	0	0	0	2	2	0	0	1	0	5	4
Sub-Total Agr. & Forestry	0	1	3	3	4	3	4	4	3	2	6	9	2	2	7	3	29	27
ARTS AND HUMANITIES FIELDS																		
Architect	0	0	0	0	3	0	1	0	1	0	1	0	0	0	3	0	9	0
Interior Decorating	0	1	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	4
Reporter	0	0	0	0	1	0	0	0	1	0	1	0	0	0	0	0	3	0
TV/Radio Producer/Director	0	0	1	0	0	0	0	0	0	0	0	0	2	0	1	0	4	0
Artist	0	0	0	3	0	2	0	2	0	0	0	1	0	0	0	2	0	10
Music/Mus. Enter./Pop Singer	0	0	2	0	2	1	4	3	0	0	1	1	0	1	1	2	10	8
Music Teacher	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Actor, Actress	0	0	0	4	1	2	0	1	0	0	0	1	1	0	1	3	3	11
Specialist, Movie Making	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Photographer	0	0	1	1	0	2	0	0	0	0	2	0	1	0	1	0	5	3
Foreign Language Interp.	0	0	0	0	0	1	0	0	0	0	0	2	0	0	0	0	0	3
Writer	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2
Other	0	0	2	0	0	0	0	0	0	0	0	2	1	2	1	0	4	4
Sub-Total, Arts & Humanities	0	2	6	9	7	9	5	7	2	0	5	8	5	4	8	8	38	47
BUSINESS, POLITICAL & PERSUASIVE FIELDS																		
Business Administration	1	3	4	3	4	1	0	1	1	4	3	3	5	1	4	2	22	18
Manager, Financial Instit.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Marketing/Advertising	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1
Computer Analyst	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	2	0
Commercial Artist	0	1	1	7	0	1	0	3	0	1	0	0	1	2	0	1	2	16
Lawyer	2	0	7	3	5	1	1	1	0	0	0	0	2	2	1	3	18	10
Economist	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Politician	0	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	1	2
Foreign Service Officer	1	1	0	1	0	1	0	0	0	1	0	0	0	0	0	0	1	4
Accountant	1	0	3	4	3	1	2	4	0	2	3	3	0	1	0	2	12	17
Advertising Person	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	4	3	4
Secretary	0	0	0	2	0	3	1	12	0	11	0	3	0	6	0	8	1	45
Flight Attendant	0	1	0	3	0	6	0	2	0	0	0	6	0	0	0	1	0	19
TV Announcer	0	0	1	1	0	0	0	1	0	0	0	0	1	0	0	0	2	2
Printer	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	3	0
Telephone Lineman	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0
Warehouse Manager	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0
Bookkeeping Mach. Oper.	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
File Clerk	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Keypunch Operator	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Office Clerk	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Food Clerk	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	2	0
Stenographer	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	2
Retail Manager	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	3
Restaurant Proprietor	2	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	5	0
Salesperson	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
Computer Programmer	0	1	2	0	1	1	2	3	0	3	3	1	0	0	3	3	11	12

Career Field	Wilde Lake M	Wilde Lake F	Oakland Mills M	Oakland Mills F	Mt. Hebron M	Mt. Hebron F	Howard M	Howard F	Hammond M	Hammond F	Glenelg M	Glenelg F	Centennial M	Centennial F	Atholton M	Atholton F	Total M	Total F
BUSINESS, POLITICAL & PERSUASIVE FIELDS (CONT'D.)																		
Computer Operator	0	0	0	1	0	0	0	2	1	0	0	0	1	0	0	0	2	3
Other	0	0	0	1	0	0	0	0	0	0	1	1	0	3	0	1	1	6
Sub-total, Bus., Pol., Pers.	8	8	22	29	16	18	8	30	2	24	12	20	12	15	13	26	93	170
EDUCATIONAL FIELDS																		
Educator, Field Undecided	0	0	0	3	1	3	0	1	0	0	0	1	0	2	0	0	1	10
Elem. School Teacher	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	2	0	4
Secondary School Teacher	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	2	1
Teacher Handicapped	0	1	0	2	0	1	0	1	0	1	0	0	1	0	0	0	1	6
Kindergarten Teacher	0	0	0	4	0	1	0	1	0	3	0	1	0	0	0	1	0	11
Counselor	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	2
Athletic Coach	0	0	0	0	1	0	0	0	1	0	0	1	1	0	0	1	3	2
Other	0	2	0	1	0	0	0	1	0	0	0	0	0	0	3	1	3	5
Sub-total Educational	0	3	1	11	2	5	1	6	1	5	0	3	2	3	3	5	10	41
ENGINEERING OR ENGINEERING TECH. FIELDS																		
Engineer, Field Undecided	0	1	7	3	5	0	3	0	0	0	1	0	2	2	4	3	22	9
Aerospace Engineering	0	0	2	0	0	0	0	1	1	0	1	0	1	0	0	0	5	1
Biomedical Engineering	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1	1	3	1
Civil Engineering	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Electrical Engineering	0	0	0	1	2	0	1	0	0	0	0	0	1	0	1	1	5	2
Mechanical Engineering	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1
Metalurgical Engineering	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Nuclear Engineering	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Aircraft Maintenance	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2	0
Electro-Mech. Tech.	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	1
Nuclear Tech.	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0
Automotive Tech.	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0
Other	0	0	0	0	0	0	1	0	0	0	0	0	2	0	0	0	3	0
Sub-total Eng./Eng. Tech.	0	1	10	4	10	1	5	3	1	0	5	0	9	2	6	5	46	16
HEALTH FIELDS																		
Dentist	0	0	1	0	1	0	0	0	1	0	1	0	0	0	0	0	4	0
Physician	1	3	4	6	3	1	0	3	1	0	1	2	2	1	1	1	13	17
Optometrist	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Pharmacist	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	2
Physical Therapist	1	0	0	3	0	1	0	2	0	0	0	2	0	0	0	0	1	8
Veterinarian	0	0	0	1	1	1	0	3	0	0	0	0	1	0	0	0	2	5
Radiologist	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Dental Hygienist	0	0	0	1	0	0	0	2	0	0	0	1	0	1	0	0	0	5
X-ray Technician	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1
Registered Nurse	0	1	0	4	0	7	0	5	0	0	0	8	0	2	0	2	0	29
Dispensing Optician	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Optometric Tech.	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Medical Asst.	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	2
Medical Lab Asst.	0	0	0	0	1	0	0	3	0	0	0	1	1	5	1	4	3	13
Nurses Aid	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	3
Physician's Asst.	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	2
Practical Nurse	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Other	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Sub-total Health Fields	2	6	5	20	6	10	1	19	2	1	2	16	5	11	2	10	25	93
SCIENTIFIC FIELDS																		
Scientist, Field Undecided	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	2	2
Biologist	2	0	0	0	2	1	1	0	0	0	0	0	2	1	1	0	8	2
Botanist	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Zoologist	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	2	0
Geneticist	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Mathematician	0	1	0	0	0	0	0	0	0	0	1	1	0	0	1	0	2	2
Oceanographer	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Physicist	1	0	1	0	0	0	0	0	0	0	0	1	1	0	2	0	5	1

Table III - continued

Career Field	Wilde Lake M	Wilde Lake F	Oakland Mills M	Oakland Mills F	Mt. Hebron M	Mt. Hebron F	Howard M	Howard F	Hammond M	Hammond F	Glenelg M	Glenelg F	Centennial M	Centennial F	Atholton M	Atholton F	Total M	Total F
SCIENTIFIC FIELDS (CONT'D.)																		
Chemist	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Meteorologist	0	0	1	0	1	0	0	0	1	0	0	0	1	0	0	0	4	0
Geologist	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Archaeologist	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	2	1
Other	0	0	1	0	0	0	1	0	0	0	0	1	3	0	2	3	7	4
Sub-Total, Scientific	3	2	6	5	3	1	3	1	2	0	2	4	7	2	6	4	32	19
TRADE, INDUSTRIAL & TECH. FIELDS																		
Lithographic Pressman	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Service Station Attendant	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Pilot	0	0	1	0	2	0	1	0	0	0	1	1	2	0	1	0	8	1
Draftsman	0	0	0	0	0	0	2	0	1	0	1	0	0	0	2	0	6	0
Auto Mechanic	0	0	0	0	1	0	7	0	5	0	1	0	2	0	4	0	20	0
Electronics Tech.	0	0	0	0	0	0	1	0	0	0	0	0	2	0	1	0	4	0
Air Cond. Tech.	1	0	0	0	0	0	2	0	0	0	0	0	0	0	4	0	6	0
Auto Body Repair	0	0	0	0	1	0	0	0	0	0	0	0	2	0	0	0	3	0
Bricklayer Apprentice	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0
Kitchen Helper	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Radio-TV Repair	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0
Welder	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	3	0
Building Maint. Person	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Carpenter	0	0	0	0	1	0	3	0	2	0	1	0	0	0	0	0	7	0
Plumber	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	2	0
Other	1	0	0	0	4	1	2	0	1	0	3	0	1	0	2	0	14	1
Sub-Total, Trade, Ind., & Tech.	3	1	1	0	9	1	19	0	9	0	10	1	12	0	15	0	78	3
SOCIAL SCIENCE/SERVICE FIELDS																		
Dietician	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Psychologist	1	2	2	3	0	2	0	3	0	0	1	3	1	1	0	0	5	14
Social Worker	0	1	0	4	0	3	0	2	0	1	0	1	0	0	0	1	0	13
Sociologist	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Policeman	0	0	1	0	2	1	1	0	2	1	0	2	2	0	2	1	10	5
Recreation Worker	1	2	0	0	1	0	0	1	0	0	0	0	0	0	0	0	2	3
Firefighter	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	2	1
Child Care Management	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Food Service Management	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0
Hotel/Motel Management	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0
Other	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0	4
Sub-Total, Soc. Sci./Service	2	5	3	8	4	6	1	9	3	2	2	8	3	2	4	3	22	43
Unknown/No Response	18	8	21	17	14	7	25	24	8	7	12	11	24	33	15	16	137	123
GRAND TOTAL	36	37	78	106	75	61	72	103	33	41	56	80	81	74	79	80	510	582

by the College now that it has a new facility with art rooms and equipment and a theater. Preparation for careers in teaching is provided through the College's teacher education curriculum. Social Science fields can be accomodated through the College's transfer programs. The remaining career interests in the preceeding list cannot be accomodated by existing College offerings. These are potential areas for career program development.

Differences in career choices are noted between males and females and among the high schools. Categorical choices of careers differ significantly by sex (χ^2 = 167.33, degrees of freedom = 8) with males selecting engineering fields and technical fields in greater proportions than females and females concentrating more heavily in educational fields; business, political and persuasive fields; social science fields; and health fields.

Categorical choices of careers also differ significantly among the high schools (χ^2 = 98.94, degrees of freedom = 56). Compared to the general pattern of response, Wilde Lake students select science fields and social science fields more frequently, and agriculture and forestry fields and arts and humanities fields less frequently than would be expected. Oakland Mills students select agriculture and forestry fields and technical fields less frequently, and arts and humanities, education, engineering and health fields more frequently than would be expected. Mt. Hebron students select arts and humanities fields more frequently and science fields less frequently than would be expected. Health fields and technical fields are selected more frequently than would be expected by Howard students. Hammond students select business fields, education fields, and technical fields more frequently, and health fields, engineering fields and arts and humanities fields less frequently than would be expected. Glenelg students select agricultural fields more frequently and business, education, and engineering fields less frequently. Centennial students select business fields, education fields, and agricultural fields less frequently, and engineering fields more frequently. Health fields are selected less frequently than would be expected by Atholton students. These same students select science fields and technical fields more frequently than would be expected.

These findings suggest that the College may want to concentrate on those of its current offerings that are most appealing to a given high school in its recruitment activities. It may also want to consider the varying needs of the high schools in designing new curricula.

Educational Plans - General

About 84 percent of the respondents state that they plan to attend college. (See Table IV) Previous high school graduate follow-up

Table IV
Do You Plan To Attend College
Responses by High School

Response	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted % Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Yes	67	90.5	172	93.5	120	88.9	137	78.3	46	67.6	111	81.6	127	81.4	133	83.1	913	83.9	84.1
No	7	9.5	12	6.5	15	11.1	38	21.7	22	32.4	25	18.4	29	18.6	27	16.9	175	16.1	15.9
No Response	1	-	6	-	2	-	6	-	7	-	3	-	3	-	3	-	31	-	-
Total	75	100.0	190	100.0	137	100.0	181	100.0	75	100.0	139	100.0	159	100.0	163	100.0	1,119	100.0	100.0

$\chi^2 = 37.16^*$

* $p < .05$

Table V
Plan To Attend College By Sex

Response	Adjusted Totals			
	Males		Females	
	#	%	#	%
Yes	436	81.8	462	86.8
No	97	18.2	70	13.2
Total	533	100.0	532	100.0

$\chi^2 = 4.87^*$

* $p < .05$

83 Missing Observations

studies[3] indicate that approximately 60 percent of the graduates attend a postsecondary institution. Thus, it appears either that College attendance plans have changed substantially from past classes or that a substantial number of students' college attendance expectations do not become reality. The latter appears more probable.

Plans to attend college differ significantly by high school ($\chi^2 = 37.16$) with Oakland Mills and Wilde Lake students planning to attend college in greater proportions and Hammond students planning to attend in lesser proportions than the other high schools in the County.

College attendance plans also differ significantly between males and females ($\chi^2 = 4.87$, computed on adjusted totals) with 82 percent of the males and 87 percent of the females planning to attend college. Table V summarizes college attendance plans by sex.

Those students who plan to attend college were asked to name the school that they plan to attend. Responses are summarized in Table VI. While nearly half of the students said that they are unsure or provided no response to this item, the remainder select out-of-state colleges by far the most frequently. Second in frequency of selection is Howard Community College with University of Maryland at College Park being third. Plans to attend colleges out-of-state vary greatly among the high schools with Wilde Lake and Oakland Mills having the greatest proportion of students who plan to leave Maryland. More than one third of the Wilde Lake graduates who plan to attend college select out-of-state colleges.

Howard Community College Attendance Plans

A separate item asked students if they plan to attend Howard Community College. Overall, nine percent said "yes" and another 28 percent said they are uncertain of whether they will attend HCC. This 9 percent of the total respondents corresponds to 10 percent of those students who are planning college attendance. The large number of students who are uncertain about HCC attendance is an indication that there are a number of high school students who can be influenced by HCC recruitment efforts.

Plans to attend HCC differ significantly by high school. Greater proportions of Atholton and Oakland Mills students state they will definitely attend HCC than is true for the other high schools. Proportionately more Hammond and Howard respondents note uncertainty of whether they will attend HCC than is true for the other groups. Pro-

---

[3] Pennington, Media, "Follow-Ups of Howard County Graduates, 1975-1977." Charlesville, Maryland: Howard County Board of Education, 1978.

Table VI
Postsecondary Institutions Students Plan to Attend
(for those planning college attendance only)

Type of Postsecondary Institution	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	%
Business school	1	1.5	0	0	0	0	3	2.2	0	0	0	0	1	.8	1	.8	6	.7	.7
Apprentice school	0	0	2	1.2	1	.8	2	1.5	0	0	0	0	0	0	0	0	5	.5	.5
Even. or Ext. program	0	0	1	.6	1	.8	2	1.5	0	0	0	0	0	0	1	.8	5	.5	.5
Vo-technical	1	1.5	1	.6	2	1.7	4	2.9	1	2.2	2	1.8	3	2.4	2	1.5	16	1.8	1.3
Hosp. Nursing	0	0	2	1.2	1	.8	0	0	0	0	0	0	0	0	0	0	3	.3	.3
Correspond. school	0	0	0	0	0	0	3	2.2	0	0	2	1.8	0	0	0	0	5	.5	.6
Howard Community College	3	4.5	25	14.5	6	5.0	13	9.5	6	13.0	11	9.9	13	10.2	20	15.0	97	10.6	10.2
Catonsville Community Coll.	0	0	2	1.2	4	3.3	6	4.4	1	2.2	1	.9	2	1.6	4	3.0	20	2.2	2.2
Other Md. Community College	0	0	0	0	0	0	0	0	0	0	2	1.8	0	0	1	.8	3	.3	.4
Towson State College	2	3.0	3	1.7	4	3.3	3	2.2	0	0	1	.9	1	.8	0	0	14	1.5	1.7
Morgan State College	1	1.5	1	.6	0	0	1	.7	0	0	1	.9	0	0	1	.8	5	.5	.6
Other Md. State College	0	0	3	1.7	2	1.7	0	0	1	2.2	4	3.6	4	3.1	2	1.5	16	1.8	1.6
Univ. of Md., College Park	2	3.0	10	5.8	7	5.8	9	6.6	6	13.0	15	13.5	12	9.4	14	10.5	75	8.2	8.0
Univ. of Md., Balt. County	1	1.5	2	1.2	1	.8	8	5.8	0	0	4	3.6	5	3.9	3	2.3	24	2.6	2.6
Md. Private College	0	0	8	4.7	8	6.7	4	2.9	1	2.2	4	3.6	4	3.1	0	0	29	3.2	2.5
Out-of-State	23	34.3	47	27.3	21	17.5	23	16.8	6	13.0	14	12.6	21	16.5	14	10.5	169	18.5	19.5
Don't know/No Response	33	49.3	65	37.8	62	51.7	56	40.9	24	52.2	50	45.0	61	48.0	70	52.6	421	46.1	46.7
Total	67	100.0	172	100.0	120	100.0	137	100.0	46	100.0	111	100.0	127	100.0	133	100.0	913	100.0	100.0

portionately more Wilde Lake, Centennial, and Oakland Mills students note they will not attend HCC. (See Table VII)

HCC attendance plans also differ significantly by sex. Proportionately, females state more frequently that they plan to attend HCC. Males are more often undecided about HCC attendance. Table VIII is a summary of responses by sex.

Reasons For Not Attending HCC

Those students who are not planning to attend HCC were asked to specify the reason(s) why they won't attend. Most frequently cited reasons for not attending HCC include the fact that it is not a four-year college (66 percent selecting); it's too close to home (35 percent selecting); it's too small (32 percent selecting); it doesn't offer the desired program (27 percent selecting); and its academic programs are of inadequate quality (24 percent selecting). The first three of these reasons are, for the most part, out of the College's control. The last two can be affected through institutional attention and through increased publicity regarding the variety and quality of the College's offerings. (See Table IX)

There are some differences among the high schools in the proportions of students selecting various reasons for not attending HCC. Proportionately fewer Hammond High School students are concerned with the fact that the College is not a four-year institution than is typical of the other high schools. Proportionately more of the students from the Columbia high schools note that they will not attend HCC because it has an undeveloped athletic program and/or because the College is too close to home and/or because the school is too small.

The response pattern by sex also differs. (See Table X) Proportionately more females note that the College is too close to home (41 percent of females as compared to 28 percent of males). Males, on the other hand, more frequently note that the College doesn't offer the programs that they want (32 percent of males as compared to 22 percent of females), that the College's athletic program isn't well developed (18 percent males as compared to 9 percent females), and that College programs are of inadequate quality (29 percent males as compared to 20 percent females).

Summary

Nearly all of the most frequent career interests of students can be accomodated through the College's existing career and transfer programs. Exceptions include the following: auto mechanic, flight attendant, medical laboratory assistant, commercial artist, forester, and police officer. The Associate Dean for careers should consider

Table VII
Do You Plan to Attend HCC?
Responses by High School

Response	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted % Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Yes	3	4.1	25	14.1	6	4.8	13	9.1	6	10.5	11	9.6	13	10.6	20	13.9	97	10.2	9.3
No	50	68.5	122	68.9	79	63.7	82	57.3	28	49.1	68	59.6	88	71.5	79	54.9	596	62.4	62.5
Undecided	20	27.4	30	16.9	39	31.5	48	33.6	23	40.4	35	30.7	22	17.9	45	31.2	262	27.4	28.1
No Response	2	-	13	-	13	-	38	-	18	-	25	-	36	-	19	-	164	-	-
Total	75	100.0	190	100.0	137	100.0	181	100.0	75	100.0	139	100.0	159	100.0	163	100.0	1,119	100.0	100.0

$\chi^2 = 37.16^*$

$p < .05$

Table VIII
Do You Plan To Attend HCC?
Responses by Sex

Response	Adjusted Totals			
	Male		Female	
	#	%	#	%
Yes	30	6.9	58	11.4
No	270	61.9	320	63.0
Undecided	136	31.2	130	25.6
Total	436	100.0	508	100.0

$\chi^2 = 7.82^*$

$^*p < .05$

175 Missing Observations

Table IX
Reasons For Not Attending HCC
By High School

Response	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	%
Doesn't offer Program	11	22.0	41	33.6	17	21.5	21	25.6	8	28.6	23	33.8	18	20.4	20	25.3	159	26.7	26.7
Costs too much	2	4.0	8	6.6	4	5.1	1	1.2	1	3.6	0	0	3	3.4	6	7.6	25	4.2	4.1
Too close	27	54.0	54	44.3	23	29.1	22	26.8	8	28.6	15	22.0	35	39.8	20	25.3	204	34.2	35.3
Too far	1	2.0	6	4.9	3	3.8	2	2.4	1	3.6	0	0	4	4.5	3	3.8	20	3.4	3.1
Not 4-year	36	72.0	83	68.0	60	75.9	52	63.4	13	46.4	40	58.8	60	68.2	49	62.0	393	65.9	66.5
Undev. Athletic Prog.	11	22.0	31	25.4	9	11.4	4	4.9	4	14.3	5	7.4	8	9.1	3	3.8	75	12.6	13.1
College too small	21	42.0	49	40.2	28	35.4	20	24.4	5	17.9	18	26.5	27	30.7	16	20.2	184	30.9	31.6
Poor programs	13	26.0	33	27.0	25	31.6	13	15.8	3	10.7	15	22.0	20	22.7	22	27.8	144	24.2	24.3
Poor extracurr. act.	7	14.0	19	15.6	8	10.1	4	4.9	2	7.1	3	4.4	5	5.7	4	5.1	52	8.7	9.0

Table X
Reasons For Not Attending HCC
By Sex

Response	Adjusted Totals			
	Males		Females	
	#	%	#	%
Doesn't offer program	86	31.9	70	21.9
Costs too much	16	5.9	10	3.1
Too close	75	27.8	130	40.6
Too far	12	4.4	9	2.8
Not 4-year	175	64.8	210	65.6
Undevel. Athletics	49	18.1	29	9.1
College too small	88	32.6	98	30.6
Poor programs	78	28.9	65	20.3
Poor extracurric. act.	25	9.3	25	7.8

these interests in future career program development.

Eighty-four percent of the respondents state that they plan to attend College. Past high school follow-up studies indicate that about sixty percent of a given graduating class attends College. This suggests that there is a substantial proportion of students for who College attendance plans do not become reality. Perhaps recruitment and counseling efforts can result in more of these students actually enrolling in College.

Substantial proportions of those students planning College attendance plan to go out-of-state. This finding confirms a known fact- that large numbers of Maryland students migrate out-of-state to attend college. Wilde Lake and Oakland Mills students are particularly interested in attending out-of-state colleges.

HCC attendance plans parallel actual past occurences nine percent of the respondents definitely plan to attend HCC. In the past, nine percent of the graduates have attended HCC. More females than males plan to attend HCC; HCC actually enrolls two females for every male that attends. A finding which differs from historical trends is the small percentage of Wilde Lake graduates definitely planning HCC attendance. Twelve percent of the Wilde Lake class of 1977 enrolled at HCC. Only 4 percent of the Wilde Lake respondents note that they definitely plan to attend HCC. It should be noted, however, that the percentage of Wilde Lake graduates enrolling at HCC has been declining consistently since 1975. This study indicates that such a decline will continue.

Another important finding relating to HCC attendance is the fact that Mt. Hebron students plan HCC attendance in very small proportions. Historically, Mt. Hebron has been the school which sends the smallest proportion of its graduates to HCC. Apparently this trend will continue.

Among reasons for not attending HCC are two that the College can effect. These are, "the College doesn't offer the program I want" and "the Colleges programs are of inadequate quality." Publicity stressing the fact that the College's transfer programs lead to a wide variety of careers. Expansion of career options may be helpful. Expansion of career programs should be undertaken whenever it can be justified by student demand and manpower needs. Also, the College's accreditation status, it's faculty quality, and its academic standards should be stressed. Some students noted that the College is not accredited. Thus, some students have erroneous information that may be affecting HCC attendance plans.

Chapter 3

Attitudes Toward The College

One of the main objectives of the survey is to determine high school students' perceptions of Howard Community College. Several structured and open-ended items requested students' opinions of the College.

Attitudinal Items - First Set

The first set of items asked respondents to rate the quality of the institution and institutional life. Items rated included the following: quality of instructional programs, quality of faculty, variety of extracurricular activities, variety of courses offered, variety of major programs offered, quality of the sports' program, quality of College facilities, quality of student-faculty relationships and quality of student-student relationships.

Students were asked to rate each of these items on a four-point scale from excellent to poor. An additional option of "don't know" was provided for those who have no opinion on a given item. Students were asked to supply ratings based upon what they know about the College or upon what they have heard from others.

To obtain an overall indicator of students' opinions of each of the items, a mean rating was calculated by assigning a value of "4" to

"excellent," "3" to "good," "2" to "fair," and "1" to "poor." Don't know responses were not included in mean calculations.

Table XI summarizes mean ratings by high school. All items received ratings which placed them between fair and good on the scale. Most positively rated items are student-student relationships (2.74 mean), and facilities of the college (2.70 mean). Both of these items had the majority of the responses concentrated in the good or excellent categories. Least positively rated were the College's sports' program (mean 2.05), variety of major programs (mean 2.32), variety of extracurricular activities (mean 2.36), and variety of courses offered (mean 2.40). Each of these received more fair and poor ratings than good and excellent ratings.

In analyzing mean responses by high school some clear patterns emerge. For all items, the lowest mean ratings come from Centennial, Wilde Lake, and Oakland Mills high schools. Interestingly, these are also the high schools with the largest proportions of students definitely not planning HCC attendance (refer back to Table VII). By far the most positive ratings come from Hammond high school with Glenelg and Howard being second most positive. Hammond is the high school with the smallest proportion of students who are not planning HCC attendance.

Table XI also indicates the percent of respondents selecting the "don't know" option for each item. Mt. Hebron and Centennial students appear to be least well informed about the College and its activities, having the highest proportions of students noting that they have insufficient knowledge to rate each of the items.

More complete data can be found in Appendix 2 which summarizes actual response patterns to each item by high school.

To obtain indications of how students sex and HCC attendance plans affect their responses to this first set of attitudinal items, crosstabulations of responses for each of these categories were created. Appendix 3 is a summary of response patterns by sex, and Table XII is a summary of mean ratings by sex. Significant differences in response patterns are found on the following items: quality of faculty, variety of extracurricular activities, variety of major programs, the sports' program, facilities of the College, student-faculty relationships and student-student relationships. On all of these items females are more positive than males. Even for those items for which no significant differences were noted females ratings are more positive than those of males.

Fairly comparable numbers of males and females noted that they are unable to rate any given item. On the items, the proportion unable to rate ranged from 33 percent to 58 percent (see Table XII). The one item on which a substantial difference in ability to rate is found between males and females in the sports' program. Fifty percent of

Table XI
Mean Ratings and Percentage of Don't Know Responses for Attitudinal Items - Set I by High School

Item	Indicator	Wilde Lake	Oakland Mills	Mt. Hebron	Howard	Hammond	Glenelg	Centen-nial	Athol-ton	Total	Adjusted Total
Quality of Intructional programs	Mean	2.43	2.36	2.56	2.65	2.74	2.66	2.24	2.51	2.50	2.51
	% Don't know responses	26.00	44.00	53.40	38.00	36.40	31.20	50.00	40.00	41.20	39.70
Quality of Faculty	Mean	2.33	2.44	2.54	2.68	3.82	2.71	2.16	2.51	2.52	2.51
	% Don't know responses	33.80	46.90	61.50	40.60	40.00	38.30	51.30	50.00	46.50	45.20
Variety of Extracurricu-lar activities	Mean	2.15	2.21	2.26	2.54	2.91	2.35	2.07	2.47	2.36	2.36
	% Don't know responses	36.50	47.00	65.40	37.00	33.80	41.90	53.00	45.50	46.20	45.10
Variety of Courses	Mean	2.27	2.18	2.52	2.53	2.73	2.52	2.16	2.33	2.38	2.40
	% Don't know responses	27.80	31.20	50.40	31.50	20.00	26.40	40.10	31.40	33.50	32.70
Variety of Major programs	Mean	2.30	1.96	2.48	2.47	2.72	2.54	1.94	2.18	2.29	2.32
	% Don't know responses	38.00	39.10	55.60	39.50	28.10	33.30	51.70	42.80	42.20	41.40
Sports' Program	Mean	1.72	1.83	1.90	2.42	2.60	2.18	1.78	2.14	2.07	2.05
	% Don't know responses	29.20	47.80	61.50	35.60	36.50	45.00	49.00	45.10	45.10	43.80
College Facilities	Mean	2.64	2.57	2.74	2.74	2.88	2.81	2.47	2.73	2.69	2.70
	% Don't know responses	20.00	37.10	58.80	37.40	37.50	39.10	44.70	37.90	40.20	38.80
Student-Faculty Relationships	Mean	2.44	2.46	2.74	2.62	2.88	2.59	2.17	2.60	2.53	2.53
	% Don't know responses	42.60	60.40	74.00	44.50	50.00	53.90	61.10	58.60	56.80	55.60
Student-Student Relationships	Mean	2.71	2.51	2.72	2.84	3.05	2.80	2.46	2.86	2.74	2.74
	% Don't know responses	50.00	59.30	69.90	42.30	42.20	52.70	57.70	52.60	54.30	53.70

Table XII
Mean Ratings and Percentage of Don't know
Responses for Attitudinal Items - Set I
by Sex

Item	Indicator	Male	Female
Quality of Instructional programs	Mean	2.42	2.55
	% Don't know responses	42.30	40.90
Quality of Faculty	Mean	2.42	2.62
	% Don't know responses	45.10	48.30
Variety of Extracurricular activities	Mean	2.25	2.45
	% Don't know responses	45.50	47.10
Variety of Courses	Mean	2.30	2.46
	% Don't know responses	34.40	33.20
Variety of Major programs	Mean	2.18	2.39
	% Don't know responses	42.10	43.10
Sports' program	Mean	1.93	2.24
	% Don't know responses	40.80	50.20
College Facilities	Mean	2.58	2.80
	% Don't know responses	40.10	40.80
Student-Faculty Relationships	Mean	2.47	2.60
	% Don't know responses	56.20	58.40
Student-Student Relationships	Mean	2.69	2.79
	% Don't know responses	54.50	55.00

the females and 41 percent of the males are unable to rate this item.

To summarize, females' ratings are more positive than males. Females and males are comparably informed about the College, except for the sports' program. The finding that females are more positive than males is consistent with the College's enrollment pattern of attracting more females than males.

Another crosstabulation was created for these attitudinal items by whether students plan to attend HCC. Plans for attending HCC, bear a substantial relationship to students' attitudes toward the College. For each item a significant difference in response pattern was found among those who plan to attend HCC, those who are unsure

Table XIII
Mean Rating and Percentage of Don't Know Responses for Attitudinal Items - Set I
by HCC Attendance Plans

Item	Indicator	Attend HCC		
		Yes	No	Unsure
Quality of Instructional Programs	Mean	2.83	2.32	2.68
	% Don't know responses	36.60	41.40	41.70
Quality of Faculty	Mean	2.89	2.37	2.69
	% Don't know responses	41.10	48.70	45.00
Variety of Extracurricular activities	Mean	2.70	2.12	2.59
	% Don't know responses	36.80	48.30	43.80
Variety of Courses	Mean	2.81	2.17	2.62
	% Don't know responses	21.30	36.10	33.20
Variety of Major programs	Mean	2.71	2.00	2.58
	% Don't know responses	26.90	43.90	44.50
Sports' program	Mean	2.53	1.80	2.25
	% Don't know responses	37.20	46.00	46.90
College Facilities	Mean	2.97	2.58	2.81
	% Don't know responses	30.90	40.80	40.60
Student-Faculty Relationships	Mean	2.80	2.45	2.64
	% Don't know responses	47.90	60.40	55.60
Student-Student Relationships	Mean	3.12	2.58	2.90
	% Don't know responses	47.40	58.00	52.50

of whether they plan to attend HCC, and those who don't plan to attend HCC. These significant differences are found because those who plan to attend HCC rate each of the items more positively than those who don't plan to attend HCC. (See Table XIII) Those who are unsure of whether they plan to attend HCC provide ratings which result in means between those who plan to attend HCC and those who don't.

It should also be noted that those who plan to attend HCC are more likely to rate any given item. This indicates that these persons are better informed about the College than those who are unsure or those who definitely don't plan to attend HCC.

All of the items received mean ratings that place them between fair and good (between 2.0 and 3.0). However, mean ratings of those who plan to attend HCC are greater than 2.5 (toward the "good" end of the scale) while the means of those who don't plan to attend HCC are, in general, less than 2.5 (toward the fair end of the scale). Thus, those not planning HCC attendance, as a group, regard services as fair. Those planning HCC attendance, on the other hand, regard service as good.

Appendix 4 includes a summary of response distributions by item crosstabulated by HCC attendance plans.

Attitudinal Items - Second Set

A Second Set of attitudinal items asked respondents to indicate their agreement/disagreement with the following items:

I think Howard Community College is a good community college.

Howard Community College offers enough courses to meet my needs.

The Learning Resource Center (library) has an adequate collection of materials to aid students in their course work.

Most instructors at Howard Community College have a thorough knowledge of their subject matter.

Most instructors at Howard Community College are interested in students as people.

Respondents could rate these items on a four part scale from "strongly agree" to "strongly disagree". A "don't know" option was also provided.

To obtain an indicator of average student assessments of the items, values were assigned to scale points and a mean was calculated. Values were assigned as follows: "2" to "strongly agree," "1" to "agree," "-1" to "disagree," and "-2" to "strongly disagree." The "don't know" response was not included in mean calculations.

Table XIV summarizes the mean rating and the percent of "don't know" responses for each item for each high school. Only one item received a rating which places it at the negative end of the scale. This is the item which relates to the College offering enough courses to meet student needs. Overall, the most positively rated of the items are "HCC is a good community college," and "Instructors are knowlegeable about their subject areas." Least positively rated are the items relating to the College's offering enough courses to meet student needs and instructors' interest in students as people. In general, most positive ratings come from Hammond and Glenelg high schools. Least positive ratings come from Centennial and Oakland Mills high schools.

High schools with the high percentages of "don't know" responses for each item are Mt. Hebron and Centennial. The high school which has the lowest percentage of "don't know" responses is Wilde Lake, perhaps a reflection of its proximity to the College.

Thus, for both of the first two sets of attitudinal items Hammond and Glenelg students supply more positive ratings and Centennial and Oakland Mills students provide less positive ratings. Also, in both cases, Centennial and Mt. Hebron students are least well informed about the College.

In analyzing responses to these items by sex, two items show significant differences in response patterns. One of these is the item, "I believe that Howard is a good community college." The other is, "Instructors at Howard are knowledgeable in their subject areas." On both of these items females are slightly more positive than males. On the first of these items males are more likely to choose the "don't know" response (40% as compared to 36% of females). On the second, females are more likely to choose the "don't know" response than males (66% as compared to 60%). On all other items, male and female responses are comparable. Table XV summarizes the mean ratings and the percent of "don't know" responses. Appendix 6 contains a complete summary of responses by sex and Appendix 5 a complete summary by high school.

In analyzing responses by whether or not students plan to attend HCC, response patterns differ significantly on all items. For this set of items, again, mean ratings of those planning HCC attendance are more positive than the ratings of persons not planning HCC attendance. In some cases, however, those who are unsure of attendance plans are more positive than those who will definitely attend.
Also, those who are planning HCC attendance are less likely to select the "don't know" option. Thus, those who plan HCC attendance are more informed or, at the least, have more formulated attitudes about the College than those who don't plan or are unsure of HCC attendance. Table XVI summarizes these findings.

Attitudinal Items - HCC Strengths and Weaknesses

Additional insight into students attitudes toward the College was sought through an open-ended item which asked students to list HCC's

Table XIV
Mean Ratings and Percent of Don't Know Responses
for Attitudinal Items - Set II
by High School

Item	Indicator	Wilde Lake	Oakland Mills	Mt. Hebron	Howard	Hammond	Glenelg	Centen-nial	Athol-ton	Total	Adjusted Total
HCC is a good community college	Mean	.65	.48	.72	.78	1.14	.85	.60	.77	.72	.73
	% Don't know responses	26.80	37.40	47.70	30.30	32.30	35.20	47.10	35.10	37.70	36.60
College offers enough courses	Mean	- .96	- .52	.38	- .20	- .17	- .49	- .63	- .51	- .40	- .43
	% Don't know responses	32.40	34.40	52.30	37.20	44.40	46.40	44.50	34.60	40.60	40.10
LRC has adequate materials	Mean	.88	.46	.66	.73	1.21	.72	.14	.64	.63	.67
	% Don't know responses	53.50	47.20	78.00	51.80	55.60	59.30	68.80	63.20	59.80	59.20
Instructors have subject knowledge	Mean	.82	.55	.79	.80	1.34	.84	.11	.72	.72	.75
	% Don't know responses	53.50	67.80	74.80	49.40	53.90	53.20	70.10	68.90	62.70	61.50
Instructors interested in students as people	Mean	.68	.46	.73	.54	.97	.71	.08	.38	.55	.59
	% Don't know	52.10	67.40	74.60	52.40	53.80	59.80	76.00	70.40	64.90	63.40

Table XV
Mean Ratings and Percent of Don't Know
Responses for Attitudinal Items - Set II
by Sex

Item	Indicator	Males	Females
HCC is a good community college	Mean	.65	.77
	% Don't know responses	40.30	35.70
College offers enough courses	Mean	- .52	- .46
	% Don't know responses	42.90	39.00
LRC has adequate materials	Mean	.51	.75
	% Don't know responses	59.90	60.10
Instructors have subject knowledge	Mean	.61	.86
	% Don't know responses	59.70	66.10
Instructors interested in students as people	Mean	.54	.60
	% Don't know responses	63.30	67.00

Table XVI
Mean Ratings and Percent of Don't Know
Responses for Attitudinal Items - Set II
by HCC Attendance Plans

Item	Indicator	Attend HCC		
		Yes	No	Unsure
HCC is a good community college	Mean	1.14	.52	.99
	% Don't know responses	22.60	42.70	32.30
College offers enough courses	Mean	.38	- .87	.06
	% Don't know responses	30.10	36.20	51.20
LRC has adequate materials	Mean	.82	.44	.90
	% Don't know responses	46.20	62.40	58.20
Instructors have subject knowledge	Mean	.82	.62	1.01
	% Don't know responses	52.70	67.30	60.60
Instructors interested in students as people	Mean	.88	.41	.83
	% Don't know responses	54.80	68.90	62.70

strengths and weaknesses. Table XVII summarizes strengths and Table XVIII summarizes weaknesses. Most frequently cited strengths are in the physical factors category. These include location (110 responses), facilities (35 responses), cost (41 responses), and the physical education facility (33 responses). Next in frequency of response is program/course variety (25 responses). Other responses varied widely.

Frequently cited weaknesses of the College are as follows: not enough courses/majors (59 responses), size (41 responses), two-year college (32 responses), location (28 responses), reputation isn't good enough (20 responses). Interestingly, then, location and variety of courses/majors are listed frequently as strengths and as weaknesses. Thus, for the student who wants to remain close to home the College's location is attractive. For the student who wants to travel from home, the location is undesirable. Also, the programs of the College are apparently attractive to some students but not attractive to others.

Several other points should be noted. First only 21 respondents cite educational quality factors as strengths whil 52 respondents cite educational quality factors as weaknesses. Also, it should be noted that a number of students are obviously misinformed about the College. Five people noted that the College is not nationally accredited, one said that the College doesn't offer degrees, and one noted that HCC graduates can't get jobs. All of these statements are direct contradictions to facts.

Summary

The attitudinal items indicate that Glenelg and Hammond students hold the most positive opinions of the College. Centennial and Oakland Mills students are least positive about the College. Centennial and Mt. Hebron students are least well informed about the College, selecting large numbers of don't know responses for each item.

All of the first set of attitudinal items received ratings that placed them between the fair and good points on the scale. The second set of attitudinal items received ratings which placed them from moderate agreement to moderate disagreement. Thus, no item received an outstandingly positive rating.

Least positively rated items are the College's sports' program, variety of major programs, variety of extracurricular activities, variety of courses offered (two items), and instructors interest in students as people. Most positively rated are items pertaining to student-student relationships, college facilities, faculty knowledge of their subject areas, and the fact that HCC is a good community college.

Students listed the strengths of the College to be location, facilities cost, and the physical education facility. Frequently cited

Table XVII
Strengths of Howard Community College

Strength	Wilde Lake	Oakland Mills	Mt. Hebron	Howard	Hammond	Glenelg	Centen-nial	Athol-ton	Total
Physical Factors									
Location	11	20	6	13	6	18	21	15	110
Size	1	1	1	1	0	3	2	4	13
Facilities - general	2	4	3	7	4	3	5	7	35
Facilities - Phys. Ed.	10	6	1	3	3	2	2	6	33
Facilities - LRC	2	4	0	0	0	0	0	1	7
Facilities - Comp. Cent.	1	0	0	0	0	0	0	0	1
Cost	2	14	5	2	2	4	4	8	41
New	0	1	0	0	1	0	1	0	3
Variety of Programs/ Courses									
Program/course variety	1	7	1	4	3	4	2	3	25
Can take general courses and choose major later	0	0	0	0	1	0	0	0	1
Nice for pick up courses	0	1	0	0	0	0	0	0	1
Staff Characteristics									
Good teachers	3	5	0	2	0	2	1	1	14
Nice people	1	1	0	0	2	1	0	1	6
Good teacher - student relationships	0	2	0	0	0	0	0	0	2
Student-teacher ratio	0	1	0	0	0	0	0	0	1
Open Enrollment/Variety of Students Served									
Give everyone good chance for college	0	0	0	0	0	0	0	1	1
Good for part-time and evening student	1	0	0	0	0	0	0	1	2
Good for average or below average student who wants college	0	0	0	0	0	3	1	0	4
Anyone is accepted	0	0	0	0	0	1	0	0	1
Easy admissions requirements	0	0	0	0	0	1	0	0	1
Good for people who must work	0	0	0	0	0	1	0	0	1
Serves community	0	2	0	0	0	0	0	0	2
Educational Quality									
Good nursing program	0	0	1	1	0	0	0	1	3
Small classes	0	0	0	0	0	0	0	1	1
Good college	1	1	1	2	1	2	2	2	12
Good courses	0	1	0	1	0	2	1	0	5
Transferability of Courses									
Can transfer to a four-year college	0	0	1	1	0	1	2	0	5
Engineering transfer program	0	0	0	1	0	0	0	0	1
Student Services									
Nice social activities	0	2	0	0	0	2	0	1	5
Easy to register	0	0	0	0	0	0	1	0	1
Good sports program	0	0	1	0	0	0	0	0	1
Students like it	0	1	0	0	0	0	0	0	1
Casual	0	1	0	0	0	0	0	0	1
Allows personal freedom	0	1	0	0	0	0	0	0	1

Table XVIII
Weaknesses of Howard Community College

Weakness	Wilde Lake	Oakland Mills	Mt. Hebron	Howard	Hammond	Glenelg	Centen-nial	Athol-ton	Total
Physical Factors									
Two-year college	5	4	2	5	1	4	7	4	32
Size	4	6	1	6	5	4	10	5	41
Location	2	4	4	7	0	2	7	2	28
No residential facilities	0	0	1	0	0	0	2	0	3
Unattractive facilities	1	1	0	0	0	1	0	0	3
Cost	0	0	0	1	1	0	0	0	2
Not a religious school	0	0	0	1	0	0	0	0	1
Poor library	0	7	0	0	0	0	0	0	7
Poor clinical facilities for Nursing	0	1	0	0	0	0	0	0	1
Variety of Programs/Courses									
Not enough courses/majors	10	17	1	4	5	6	2	14	59
No ROTC	0	0	0	0	0	0	0	1	1
Class scheduling doesn't meet my needs	0	0	0	1	1	0		0	2
Staff Characteristics									
Poor teachers	3	2	0	0	0	0	0	2	7
Poor relationships between students and teachers	0	0	0	0	0	0	1	1	2
Poor Administration	0	0	0	0	0	0	0	1	1
Open Enrollment/Variety of Students Served									
Students are only those who don't know what they want to do	0	0	0	0	0	0	0	1	1
Isn't good for better students	0	0	0	0	0	0	1	0	1
Too many black people	0	0	0	0	0	0	1	0	1
Is where people who have nowhere else to go	0	1	1	0	0	0	0	0	2
Too many white people	0	1	0	0	0	0	0	0	1
Not enough teenage students	0	2	0	0	0	0	0	0	2
Educational Quality									
Not enough course detail	0	0	0	0	0	0	0	1	1
Repetition of high school	0	4	1	0	0	0	1	2	8
Reputation isn't good enough	0	9	2	1	0	2	5	1	20
Doesn't have high academic standards	0	0	0	0	0	0	0	1	1
Classes not challenging enough	3	0	0	0	0	1	0	1	5
Poor college	2	0	1	0	0	1	0	0	4
Students say its no good	0	0	0	0	0	0	0	1	1
Not nationally accredited	0	3	0	1	0	1	0	0	5
Not highly academic	0	0	0	0	0	1	0	0	1
Non-traditional	0	0	0	1	0	0	0	0	1
Newly accredited	0	0	0	1	0	0	0	0	1
Doesn't offer degrees	0	0	0	1	0	0	0	0	1
SAT's aren't required for entrance	0	1	0	0	0	0	0	0	1
Too low requirements	0	1	0	0	0	0	0	0	1
HCC graduates can't get jobs	1	0	0	0	0	0	0	0	1
Transferability of Courses									
Not all credits transfer	1	0	0	0	0	0	1	1	3
Student Services									
Not enough social life	0	0	0	0	0	1	1	1	3
Red tape for admissions	0	1	0	0	0	0	0	1	2
Pool/Gym isn't open enough	0	0	0	0	0	0	0	1	1
Not enough sports	10	4	1	2	1	1	4	1	24
College Publicity/Information									
Don't know anything about College	0	2	2	0	0	2	3	1	10

weaknesses are not enough courses/majors, size, two-year college, location, and reputation isn't good enough.

The inadequate variety of courses and major programs is a recurrent theme in student responses. It has been cited frequently as a reason for not attending HCC, it has been cited frequently as a weakness of the College and has received low ratings on the attitudinal items.

Chapter 4

Evaluation of College Recruitment Efforts

The next section of the survey aimed toward assessment of high school recruiting efforts. Students were asked if they had met with an HCC representative. If so, they were asked to rate the quality of information that they received during this meeting.

Numbers of Students Meeting with HCC Representatives

The first item in this section of the survey asked students if they had met with a representative of HCC. Considering the fact that the respondents are juniors at the end of their junior year in high school, only 30 percent of the total respondents had met with an HCC representative. There is no significant difference among the high schools in proportions of students having met an HCC representative (See Table XIX.)

However, those students who are planning HCC attendance indicate in much greater proportions that they had met with an HCC representative. Table XX, which is a summary of these findings, indicates that 51 percent of those planning HCC attendance had met with an HCC representative. This compares to 29 percent of those not planning attendance and 27 percent of those who are undecided. It is impossible to determine whether those already planning HCC attendance had sought out a representative on their own initiative or whether the College

Table XIX
Have You Met With An HCC Representative?

Response	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted % Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Yes	25	34.7	54	32.7	37	28.5	46	28.8	23	35.9	34	27.9	37	24.7	47	31.8	303	30.0	30.4
No	47	65.3	111	67.3	93	71.5	114	71.2	41	64.1	88	72.1	113	75.3	101	68.2	708	70.0	69.6
No Response	3	-	25	-	7	-	21	-	11	-	17	-	9	-	15	-	108	-	-
Total	75	100.0	190	100.0	137	100.0	181	100.0	75	100.0	139	100.0	159	100.0	163	100.0	1,119	100.0	100.0

$\chi^2 = 5.20$

Table XX
Have You Met With An HCC Representative?
by HCC Attendance Plans

Response	Attend HCC					
	Yes		No		Unsure	
	#	%	#	%	#	%
Met Representative	45	51.1	161	29.1	65	27.1
Didn't meet Representative	43	48.9	393	70.9	175	72.9
Total	88	100.0	554	100.0	240	100.0

$\chi^2 = 19.44^*$

* $p < .05$

237 missing observations

had initiated the contact, which resulted in increased student decisions to attend HCC. Another point to be noted, is that 49 percent of those planning HCC attendance have never met with an HCC representative.

Those who had met a representative were asked to name the position that that person holds at Howard Community College. Table XXI represents the respondents. Overall, the most frequent response is a faculty member (37 percent). Second most frequent response is "don't know" (30 percent). Third is the HCC admissions director (21 percent). Least frequently selected is the category "other". (Generally those who selected this category specify they had met with students.)

The distribution of representatives met with differs significantly by high school. For example, only 8 percent of the Wilde Lake and Mt. Hebron high school respondents met with the admissions director while more than 30 percent of the Glenelg and Howard responsdents met with the admissions director. Regarding faculty, 62 percent of Centennial respondents, and 44 percent of Wilde Lake and Hammond respondents had met with faculty. Only 24 percent of the Glenelg respondents had met with faculty. The range of respondents having met with other representatives is from 6 percent at Glenelg to 26 percent at Hammond. Only 3 percent of the Centennial respondents didn't know the title of the representative they met with while 40 percent of the Mt. Hebron respondents didn't know. Thus it appears that College recruitment efforts have been inconsistent around the County with different high schools getting attention from different staff members.

Quality of Recruitment Efforts

The next item in this section of the survey asked the students to evaluate the quality of the information they had received through their contact with the HCC representative (See Table XXII.) Overall, only 22 percent of the respondents noted that they felt well informed about the College and its programs after the meeting. Sixty-three percent felt somewhat informed, and 16 percent felt uninformed.

Students perceptions of the quality of information received differs significantly by high school. Most positive ratings come from Hammond, Howard, and Glenelg high schools. Least positive ratings come from Centennial and Wilde Lake high schools. This significant difference in ratings is another indication of inconsistency in the recruitment efforts undertaken in the high schools.

No significant difference in ratings of the quality of information was found among those who plan HCC attendance, those who don't and those who are unsure. Table XXIII presents these results. On the other hand, responses do differ significantly depending upon which representative the student had met (see Table XXIV.) This difference occurs because those who select the "other" and "don't know" responses are more

Table XXI
Title of Representative Students Met With
By High School

Response	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted % Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Admin. Dir.	2	8.0	11	20.4	3	8.1	14	30.4	5	21.7	11	32.4	9	24.3	11	23.4	66	21.8	20.9
Faculty	11	44.0	16	29.6	14	37.8	16	34.8	10	43.5	8	23.5	23	62.2	14	29.8	112	37.0	36.7
Other	3	12.0	8	14.8	5	13.5	4	8.7	6	26.1	2	5.9	4	10.8	5	10.6	37	12.2	12.1
Don't know	9	36.0	19	35.2	15	40.5	12	26.1	2	8.7	13	38.2	1	2.7	17	36.2	88	29.0	30.2
Total	25	100.0	54	100.0	37	100.0	46	100.0	23	100.0	34	100.0	37	100.0	47	100.0	303	100.0	100.0

$\chi^2 = 41.60^*$

* $p < .05$

Table XXII
Results of Meeting with HCC Representative

Response	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted % Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Students were:																			
well informed	3	10.7	7	13.7	7	18.9	17	34.0	10	35.7	10	27.0	3	6.4	13	26.0	70	21.3	21.5
somewhat informed	19	67.8	33	64.7	21	56.8	28	56.0	15	53.6	24	64.9	33	70.2	32	64.0	205	62.5	62.9
uninformed	6	21.4	11	21.6	9	24.3	5	10.0	3	10.7	3	8.1	11	23.4	5	10.0	53	16.2	15.6
no response	0	-	3	-	0	-	0	-	0	-	0	-	0	-	0	-	3	-	-
Total	28	100.0	54	100.0	37	100.0	50	100.0	28	100.0	37	100.0	47	100.0	50	100.0	331	100.0	100.0

$\chi^2 = 25.79^*$

* $p < .05$

Table XXIII
Results of Meeting With HCC Representative
by HCC Attendance Plans

Response	Plan to Attend HCC		Don't Plan to Attend HCC		Unsure Whether to Attend HCC	
	#	%	#	%	#	%
Students were:						
Well informed	14	32.6	32	18.5	14	19.7
Somewhat informed	26	60.5	109	63.0	47	66.2
Uninformed	3	7.0	32	18.5	10	14.1
Total	43	100.0	173	100.0	71	100.0

$\chi^2 = 6.54$

44 Missing Observations

Table XXIV
Results of Meeting with HCC Representative
by Representative Met

Response	Admissions Director		Faculty Member		Other		Don't Know	
	#	%	#	%	#	%	#	%
Students were:								
Well informed	21	32.8	27	29.0	4	14.8	11	10.4
Somewhat informed	38	59.4	59	63.4	16	59.2	64	60.4
Uninformed	5	7.8	7	7.5	7	25.9	31	29.2
Total	64	100.0	95	100.0	27	100.0	106	100.0

$\chi^2 = 31.34^*$

* $p < .05$

likely to feel uninformed and less likely to feel well informed than are those who meet faculty or the admissions director.

Adequacy of Information

The next section of the survey asked students to rate the adequacy of information received in a number of areas. The items include the following:

The information received:

Explained the College's programs clearly	Yes No
Answered questions I had about the College	Yes No
Helped me make a decision about whether to attend	Yes No
Helped me understand how to apply for admission	Yes No
Helped me understand that courses taken at HCC can count toward a degree at a four-year college	Yes No
Helped me understand that scholarships, grants and jobs are available to help some students in paying college costs	Yes No

On three of these items more than half of the respondents selected the "no" response. For these items the majority of respondents said that the representative did not help them to understand aid programs, did not help them understand how to apply, and did not help them decide whether to attend.

For all of the items more than one third of the respondents selected the "no" response. This fact indicates that those students who meet HCC representatives are not receiving adequate information in many areas. See Table XXV for a complete summary of percentage of "no" responses to each item.

For three of these items response patterns differ significantly by high school. These are: information explained the College's programs clearly, information answered questions about the College, and information helped student understand how to apply. On these items Wilde Lake, Oakland Mills and Centennial students who had met an HCC representative select the "no" response in greater proportions than do other respondents. Appendix 8 presents a complete summary of responses to each item by high school.

There is a significant difference in response pattern on several of the items dependent upon whether the student plans to attend HCC.

Table XXV
Adequacy of Information Received
Number and Percentage of "No" Responses

Item \ # and % of No Responses	Wilde Lake N = 28		Oakland Mills N = 54		Mt. Hebron N = 37		Howard N = 50		Hammond N = 28		Glenelg N = 38		Centennial N = 47		Atholton N = 50		Total N = 332		Adjusted Total	X^2
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	%	
Explained College's programs clearly	15	53.6	32	59.3	13	35.1	14	28.0	14	50.0	16	42.1	25	53.2	14	28.0	143	43.1	43.1	21.31*
Answered questions about the College	11	39.3	29	53.7	12	32.4	11	22.0	10	35.7	8	21.0	22	46.8	14	28.0	117	35.2	34.7	20.64*
Helped me decide whether to attend	17	60.7	30	55.6	19	51.4	20	40.0	16	57.1	17	44.7	30	63.8	28	56.0	177	53.3	53.3	9.75
Helped me understand how to apply	22	78.6	35	64.8	23	62.2	25	50.0	13	46.4	19	50.0	31	66.0	24	48.0	192	57.8	59.0	16.14*
Helped me understand credits will transfer	12	42.9	27	50.0	16	43.2	14	28.0	13	46.4	17	44.7	25	53.2	16	32.0	140	42.2	42.1	11.13
Helped me understand aid programs	14	50.0	36	66.7	17	45.9	24	48.0	14	50.0	17	44.7	29	61.7	22	44.0	173	52.1	51.3	12.13

* $p < .05$

These are the items pertaining to clarity of explanation of College's programs, to answering questions the students had about the College, to understanding that HCC credits will transfer to a four-year college, and to understanding financial aid programs. Those planning HCC attendance who had met a representative are more likely to indicate that they received needed information pertaining to these items. Table XXVI summarizes these findings. Thus, those planning HCC attendance have apparently received more comprehensive information.

Table XVI
Adequacy of Information Received
by HCC Attendance Plans

Number and Percent of "No" Responses

Item	Plan to Attend HCC N = 45		Don't Plan To Attend HCC N = 175		Unsure of HCC Attendance N = 70		χ^2
	#	%	#	%	#	%	
Explained College programs clearly	12	26.7	88	50.3	24	34.3	11.54*
Answered questions about College	13	28.9	71	40.6	15	21.4	8.75*
Helped me decide Whether to attend	20	44.4	95	54.3	41	58.6	2.24
Helped me understand how to apply	21	46.7	111	63.4	39	55.7	5.14
Helped me understand credits will transfer	13	28.9	85	48.6	23	32.9	8.03*
Helped me understand aid programs	15	33.3	106	60.6	27	38.6	16.28*

* $p < .05$

Other Information Needs

The last item in this section asked if there is any type of information the students needed that was not distributed at the meeting. Only a small proportion (14 percent) noted specific types of information that was needed and not provided. Thus, while many students are not receiving information in areas which the College believes are important, the students do not generally note information needs that were not accomodated in their meetings with HCC representatives. Those who did specify a need for additional information noted most frequently that

they wanted information about course and program offerings (14 responses).

In summary, then, the nature and quality of recruitment efforts vary among the high schools. Overall, only 30 percent of the juniors at the end of their junior year note that they have had contact with an HCC representative. Those who did meet a representative indicated that information received is not comprehensive in a number of areas.

Chapter 5

Student Reading and Listening Habits

The College's public information office requested that a section of the survey be devoted to determining the radio stations that students listen to and the newspapers that they read. This information will be utilized to determine future placement of paid advertising and public service announcements.

Radio Stations

Students were instructed to select those radio stations that they listened to once a week or more. Most frequently selected are WPGC (42 percent selecting); WCAO (33 percent selecting); WLPL (29 percent selecting); WWDC (20 percent selecting); WIYY (19 percent selecting); WASH and WBAL (14 percent selecting): and WFBR (12 percent selecting). The listing of radio stations on the survey was unfortunately incomplete, since the students listed a number of stations that were not provided as response options. This lack of completeness did not seem to greatly bias response, however, since students are very certain about the radio stations they listen to and added to the list freely through the "other, specify" category. Worthy of note is the fact that the most frequent selections are from both the Washington, D.C. and Baltimore area stations. Thus, College publicity efforts should concentrate in both of these areas.

Another notable finding is that listening patterns vary somewhat among the high schools. WPGC is the most frequent selection of Wilde

Table XXVII
Radio Stations Listened to Frequently
by Students

Radio Stations	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted*
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	%
WBAL	10	13.3	20	10.5	36	26.3	29	16.0	3	4.0	22	15.8	17	10.7	14	8.6	151	13.5	13.7
WLPL	20	26.7	39	20.5	52	38.0	72	39.8	19	25.3	45	32.4	57	35.8	26	16.0	330	29.5	29.4
WTOP	9	12.0	12	6.3	8	5.8	13	7.2	6	8.0	13	9.4	8	5.0	16	9.8	85	7.6	8.0
WCAO	26	34.7	66	34.7	40	29.2	73	40.3	31	41.3	20	14.4	46	28.9	67	41.1	369	33.0	32.8
WASH	13	17.3	25	13.2	18	13.1	17	9.4	8	10.7	24	17.3	14	8.8	33	20.2	152	13.6	14.0
WWDC	8	10.7	38	20.0	23	16.8	27	14.9	15	20.0	27	19.4	40	25.2	56	34.4	234	20.9	20.0
WCBM	4	5.3	13	6.8	12	8.8	21	11.6	4	5.3	26	18.7	10	6.3	4	2.5	94	8.4	8.5
WJMD	2	2.7	4	2.1	3	2.2	3	1.6	4	5.3	7	5.0	3	1.9	6	3.7	32	2.9	2.9
WPGC	30	40.0	84	44.2	61	44.5	48	26.5	25	33.3	86	61.9	46	28.9	88	54.0	468	41.8	42.3
WFBR	11	14.7	21	11.1	30	21.9	21	11.6	7	9.3	10	7.2	23	14.5	16	9.8	139	12.4	12.4
WPOC	2	2.7	11	5.8	11	8.0	14	7.7	3	4.0	18	12.9	2	1.3	13	8.0	74	6.6	6.7
WMAL	3	4.0	6	3.2	0	0	4	2.2	1	1.3	4	2.9	3	1.9	22	13.5	43	3.8	3.9
WAYE	1	1.3	5	2.6	8	5.8	8	4.4	1	1.3	1	.7	11	6.9	3	1.8	38	3.4	3.1
WSID	6	8.0	7	3.7	3	2.2	3	1.7	5	6.7	0	0	2	1.3	2	1.2	28	2.5	2.8
WIYY	9	12.0	35	18.4	46	33.6	36	19.9	9	12.0	10	7.2	68	42.8	18	11.0	231	20.6	19.1
WKTK	2	2.7	12	6.3	21	15.3	29	16.0	2	2.7	5	3.6	34	21.4	10	6.1	115	10.3	9.4
WRQX	1	1.3	11	5.8	4	2.9	10	5.5	3	4.0	10	7.2	8	5.0	16	9.8	63	5.6	5.4
WGTB	2	2.7	6	3.2	3	2.2	2	1.1	1	1.3	1	.7	7	4.4	7	4.3	29	2.6	2.5
WOOK	11	14.7	45	23.7	1	.7	11	6.1	11	14.7	0	0	2	1.3	6	3.7	87	7.8	8.0
WMZQ	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	2.5	4	.3	.3
WLMD	0	0	0	0	2	1.5	0	0	0	0	0	0	0	0	2	1.2	4	.3	.3
WXYV	12	16.0	22	11.6	6	4.4	8	4.4	4	5.3	0	0	4	2.5	3	1.8	59	5.3	5.8
WKYS	5	6.7	6	3.2	1	.7	4	2.2	3	4.0	1	.7	0	0	2	1.2	22	2.0	2.3
WGAY	1	1.3	1	.5	0	0	3	1.7	2	2.7	1	.7	3	1.9	1	.6	12	10.7	10.1
WLIF	0	0	0	0	1	.7	1	.6	0	0	1	.7	2	1.3	0	0	5	.4	.4
WAVA	1	1.3	2	1.1	0	0	1	.6	0	0	2	1.4	2	1.3	1	.6	9	.8	.8
WBKZ	0	0	2	1.1	5	3.6	2	1.1	0	0	0	0	3	1.9	1	.6	13	1.2	1.0
WSID	5	6.7	6	3.2	2	1.5	1	.6	4	5.3	0	0	1	.6	2	1.2	21	1.9	2.2
WHUR	13	17.3	22	11.6	1	.7	4	2.2	0	0	0	0	0	0	1	.6	41	3.7	4.4
WWIN	3	4.0	2	1.1	1	.7	2	1.1	1	1.3	0	0	0	0	0	0	9	.8	1.0
WEAA	0	0	2	1.1	0	0	0	0	0	0	0	0	0	0	0	0	2	.2	.2

60

61

Table XVIII
Newspapers Read by Students

Newspaper	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	%
News American	10	13.3	22	11.6	36	26.3	57	31.5	12	16.0	26	18.7	36	22.6	12	7.4	211	18.9	18.6
Baltimore Sun	27	36.0	81	42.6	112	81.8	80	44.2	26	34.7	69	49.6	112	70.4	33	20.2	540	48.3	46.9
Star News	4	5.3	24	12.6	0	0	11	6.1	6	8.0	17	12.2	6	3.8	37	22.7	105	9.4	9.2
Wash. Post	45	60.0	97	51.1	13	9.5	27	14.9	31	41.3	31	22.3	25	15.7	91	55.8	360	32.2	33.7
Ho. Co. Times	9	12.0	32	16.8	49	35.8	46	25.4	13	17.3	42	30.2	59	37.1	63	38.7	313	28.0	26.8
Col. Times	18	24.0	28	14.7	2	1.5	7	3.9	2	26.7	0	0	3	1.9	4	2.5	64	5.7	6.7
Col. Flier	63	84.0	142	74.7	33	24.1	48	26.5	29	38.7	18	12.9	76	47.8	54	33.1	463	41.4	42.5
Ho. Co. News	0	0	2	1.1	9	6.6	3	1.6	0	0	5	3.6	6	3.8	7	4.3	32	2.8	2.7
Other papers	8	10.6	14	7.4	5	3.6	7	3.9	8	10.7	13	9.4	12	7.5	17	10.4	84	7.5	7.7

Lake, Oakland Mills, Mt. Hebron, Glenelg, and Atholton high schools. Howard and Hammond students select WCAO most frequently and Centennial selects WIYY. Table XXVII summarizes responses.

Newspapers

Table XXVIII presents newspapers read by students. The options to the item pertaining to newspapers read included the most popular Baltimore and Washington, D.C. papers and the Columbia Flier. The Howard County papers were not included as options, perhaps an unfortunate omission. Students could write these papers in using the "Other, specify" category. The Howard County papers are obvious advertising sources for the College, however. Therefore, the Community Information office is more interested in the numbers of high school students who read Baltimore and Washington, D.C. papers. Also, the Director is interested in whether the Columbia Flier has much high school readership among non-Columbia high school students.

Table XXVIII is a summary of newspapers read by students. Students were instructed to select those papers they read once a week or more. Most frequent selections are: the Baltimore Sun (48 percent selecting), the Columbia Flier (41 percent selecting), and the Washington Post (32 percent selecting). Twenty-eight percent wrote in the Howard County Times.

There is variation among the high schools in newspapers read with Mt. Hebron and Centennial students reading the Baltimore Sun in great proportions (82 percent and 70 percent respectively). The Columbia Flier is heavily read by the Columbia high school students, but also has fairly high readership among other students with the exception of Glenelg High School. The Washington Post is heavily read by Wilde Lake, Oakland Mills, Hammond, and Atholton students.

The findings in this chapter indicates that different newspapers and radio stations could be selected for advertising dependent upon what group the College seeks to attract. However, there are several newspapers and radio stations which are good choices for nearly all high schools. Radio stations in this category include WCAO and WPGC. Newspapers include the Baltimore Sun, the Howard County/Columbia Times, and the Columbia Flier.

CHAPTER 6

Conclusions and Recommendations

Conclusions

Conclusions to be drawn from the research project are summarized by category in the paragraphs that follow.

Career Interests

Howard Community College's existing career and transfer programs will allow most juniors to pursue their career plans if they select HCC attendance. Several fairly popular career goals cannot be directly achieved through HCC attendance. These include interests in the following vocations: auto mechanics, flight attending, medical laboratory assisting, commercial art, forestry, and law enforcement.

Educational Plans

More than 80 percent of the respondents plan to attend College. Since past high school follow-up studies indicate that sixty percent of a given graduating class attends college, it appears that many students' college attendance plans do not become reality.

Substantial proportions plan to attend out-of-state colleges. Ten percent of the respondents planning college attendance plan to attend HCC, a finding consistent with history. Another 27 percent are

uncertain of whether they will attend HCC. More females than males plan to attend HCC, another finding consistent with history.

Responses of Wilde Lake students indicate that the College may experience a substantial drop in the percentage of Wilde Lake students who enroll at the College. While 12 percent of the Wilde Lake class of 1977 enrolled at the College, only 4 percent of the Wilde Lake respondents state that they will definitely attend HCC. Apparently there will be no change in the fact that very small proportions of Mt. Hebron graduates attend HCC. Only 5 percent of the Mt. Hebron respondents note that they will definitely attend HCC.

While several of the frequent reasons for not attending HCC are not within the Colleges control (location, two-year college, for example), two can be affected somewhat by College action. These reasons are, "the College doesn't offer the program I want;" and "the Colleges programs are of inadequate quality."

Attitudes

In general, students attitudes toward the College are not extremely positive. No items about the College received mean ratings of good or higher. Also, none received ratings which indicate strong agreement with positive statements about the College. The ratings of Glenelg and Howard students indicate that they feel more positively about the College than do students from other County high schools. Centennial and Oakland Mills students have the least positive attitudes toward the College. Also, Centennial and Mt. Hebron students are least well informed about the College, selecting large numbers of don't know responses for each item.

Most positively rated of attitudinal items are student-student relationships, College facilities, faculty knowledge of their subject areas, and the fact that HCC is a good community college. Least positively rated items are the College's sports' program, its variety of major programs, its variety of extracurricular activities, its variety of courses offered and its instructors' interest in students.

In an open-ended attitudinal item, students' perceptions that the College does not offer enough courses and programs was frequently listed as a weakness along with its size, its two-year nature, its location, and its inadequate reputation.

Recruitment

In relation to the Colleges recruitment efforts, the major conclusion to be drawn is that past efforts have been inconsistent among county high schools. Only 30 percent of the juniors at the end of their junior year noted that they had met with an HCC representative. Some schools noted most frequently that the representative met with was the HCC admissions director. Others noted most frequently that

they had met with an HCC faculty member.

Only 22 percent of respondents who had met with a representative noted that they felt well informed after the meeting. The majority noted that the information they received did not help them to make a decision about HCC attendance, did not help them to understand how to apply and did not help them to understand financial aid programs. More than 40 percent noted that the representative did not explain College programs clearly and did not help them to understnad that credits taken at HCC do transfer to other colleges.

These findings indicate that there is much room for improvement of information provided to high school students during HCC recruitment efforts.

Advertising Sources

Student responses indicate that effective advertising sources for the College include the following radio stations: WPGC and WCAO. Newspapers include the Baltimore Sun, the Howard County/Columbia Times and the Columbia Flier. All of these stations and papers are read widely among high school students around the County.

Recommendations

1. The College should seek to expand its career programs whenever such can be justified by student demand and manpower needs. Areas worthy of exploration include auto mechanics, flight attending, medical laboratory assisting, commercial art, forestry, and law enforcement.

   Comment: Inadequate variety of courses and major programs is a recurrent theme as a reason for non-HCC attendance. Expansion of offerings will diminish this concern of high school students.

2. The College should promote the fact that its transfer programs can lead to the pursuit of a wide variety of careers.

   Comment: Many students undoubtedly do not realize that enrollment in a transfer program can ultimately result in a career in psychology, business, law, medicine, teaching, and many, many other areas. Effective promotion of this fact should diminish students' concern with the fact that the College does not offer enough major programs.

3. The College should develop methods to recruit the students for whom College attendance plans do not become reality.

Comment: This studys' data, in conjunction with past high school follow-up studies, indicate that for approximately 20 percent of the respondents' College attendance plans do not become reality. These persons might be recruited to attend HCC on a part-time basis.

4. The College should concentrate intensive recruitment efforts at Wilde Lake, Oakland Mills, Centennial, and Mt. Hebron High Schools.

   Comment: All of these schools either have small proportions of students planning HCC attendance or else have relatively poor attitudes toward the College as demonstrated through their responses to the attitudinal items. Wilde Lake and Oakland Mills students are of particular concern, since the College has done fairly well with these schools in the past. A drop off in enrollments from these schools has begun in recent years, however.

5. The College should promote the fact that it offers high quality academic programs.

   Comment: One of the fairly frequently cited reasons for non-attendance at HCC is the fact that the College's programs are of inadequate quality. Some students note that the College is not accredited, a direct contradiction to fact. The College needs to promote its accreditation status, its faculty quality, its graduates' success in transfer institutions and employment activities, and its academic standards.

6. College recruitment efforts must be well-planned and consistently implemented in each county high school. Information on the variety of College programs should be included in nearly every recruitment presentation. Information on how to apply, on financial aid programs, and on the transfer of credits should be emphasized.

   Comment: Students are not very well satisfied with College recruitment efforts, according to their responses. HCC should capitalize on every opportunity to promote the variety of major programs available at the College to overcome students' concerns regarding the variety of programs available.

7. Review of students' career aspirations indicates that it may be wise to promote certain of the College's curricula in certain high schools.

   Comment: For example technical fields might be promoted at Howard High, business at Oakland Mills, etc. This recommendation emerges from the fact that career plans of students differ significantly among the high schools.

8. The College should promote its programs on WPGC, WCAO and in the Baltimore Sun, the Howard County/Columbia Times and the Columbia Flier.

APPENDIX I

Survey

howard community college

Dr. Alfred J. Smith, Jr.
President

Columbia, Maryland 21044
301—992-4820

Dear Student

The attached document is a student survey being conducted to ascertain how you as a high school student perceive Howard Community College. The constant challenge of striving to provide quality programs and services necessitates our being familiar with the interests and needs of those students who will soon be graduating from the local public schools.

We know that you will have no direct knowledge or experience to draw on in responding to some of the items in Sections II and III of the survey. What we are really interested in is your feelings based on what you have heard about the College from others.

Your participation in the survey will help us to develop and modify our programs to meet the needs of Howard County High School students.

Your cooperation will be greatly appreciated.

Alfred J. Smith, Jr.
President

AJS:cr

HOWARD COMMUNITY COLLEGE

High School Student Survey

Please indicate your sex: _____male _____female

SECTION I

1. What is your first choice of a career to follow after completing high school or college? (Please be as specific as possible.)

   _____

2. Do you plan to attend a college or technical school following high school?

   _____a. Yes
   _____b. No (Go to Section II)

3. Do you plan to attend Howard Community College?

   _____a. Yes (Go to Section II)
   _____b. No (Go to next item)
   _____c. Don't know (Go to Section II)

4. If no, why not? (Check all reasons that apply.)

   _____a. The College does not offer the program in which I want to enroll. Specify the program: _____
   _____b. The College costs too much.
   _____c. The College is too close to home.
   _____d. The College is too far from home.
   _____e. I want to attend a four-year college.
   _____f. The College's athletic program is not well enough developed. What particular sports do you think the College should offer?
   _____
   _____g. The College is too small.
   _____h. The quality of the College's programs is poor.
   _____i. The College does not have enough extracurricular activities (clubs, dances, films, etc.).
   _____j. Other. Specify: _____

5. What College or technical school do you plan to attend?

SECTION II

Howard Community College is anxious to gain an understanding of what high school students know and believe about the college. Please check the response which best expresses what you believe to be true or have heard to be true about Howard Community College. Use the following scale:

X - Excellent; G - Good; F - Fair; P - Poor; D - Don't know

Circle the alternative which expresses your opinion.

At Howard Community College:	Excellent	Good	Fair	Poor	Don't know
6. The quality of instructional programs is	X	G	F	P	D
7. The quality of the faculty is	X	G	F	P	D
8. The variety of nonclassroom extracurricular activities (clubs, dances, films, etc.) is	X	G	F	P	D
9. The variety of courses offered is	X	G	F	P	D
10. The variety of major programs is	X	G	F	P	D
11. The sports' program is	X	G	F	P	D
12. The facilities of the College are	X	G	F	P	D
13. The student-faculty relationships are	X	G	F	P	D
14. The student-student relationships are	X	G	F	P	D

SECTION III

Indicate your feelings about Howard Community College by responding to each of the below statements using the following scale:

SA - Strongly Agree; A - Agree; D - Disagree; SD - Strongly Disagree; U - Undecided/ Don't know

Circle the alternative which expresses your opinion.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided/ Don't know
15. I think Howard Community College is a good community college.	SA	A	D	SD	U
16. Howard Community College does not offer enough courses to meet my needs.	SA	A	D	SD	U
17. The Learning Resources Center (library) has an adequate collection of materials to aid students in their course work.	SA	A	D	SD	U
18. Most instructors at Howard Community College have a thorough knowledge of their subject areas.	SA	A	D	SD	U
19. Most instructors at Howard Community College are interested in students as people.	SA	A	D	SD	U

SECTION IV

20. Have you had contact with a representative of Howard Community College who provided you with information about the College and its programs (for example, at your high school or on a visit to the HCC campus)?

_____a. Yes (Go to the next item) _____b. No (Go to item 30)

21. The representative(s) I met with was a Howard Community College

_____a. Admissions Director
_____b. Faculty member
_____c. Other. Specify: _____
_____d. Don't know

22. After this meeting with the HCC representative did you feel

_____a. Well informed about the College and its programs
_____b. Somewhat informed about the College and its programs
_____c. Uninformed about the College and its programs

For questions 23 to 28 circle yes or no for each item.

The information that I received during the meeting with the Howard Community College representative:

23.	Explained the College's programs clearly	Yes	No
24.	Answered questions I had about the College	Yes	No
25.	Helped me to make a decision about whether to attend the College	Yes	No
26.	Helped me to understand how to apply for admission to the College	Yes	No
27.	Helped me to understand that courses taken at Howard Community College can count toward a degree at a four-year college	Yes	No
28.	Helped me to understand that scholarships, grants and campus jobs are available to aid some students in paying college costs	Yes	No

29. Is there any type of information that would have been helpful to you but was not distributed at the meeting? If so, specify the type of information below:

_____

_____

So that we can assure that high school students are provided with information about the College's courses and programs, we need to know which newspapers you read and which radio stations you listen to most frequently.

30. Please check the newspapers that you read regularly (once a week or more):

_____Baltimore News American
_____Baltimore Sun
_____Columbia Flier
_____Star News
_____Washington Post
_____Other. Specify: _____

31. Please check the radio stations that you listen to with some frequency (once a week of more):

_____ WBAL	_____ WCAO	_____ WCBM	_____ WFBR
_____ WLPL	_____ WASH	_____ WJMD	_____ WMAL
_____ WTOP	_____ WWDC	_____ WPGC	_____ Other. Specify _____

32. List below what you believe to be the major good points and bad points of Howard Community College.

Good Points	Bad Points

APPENDIX II

Attitudinal Items - Set I
Responses by High School

Ouality of Instructional Programs

Response	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	%
Excellent	3	4.1	3	1.6	3	2.3	5	3.1	3	4.5	6	4.7	1	.7	5	3.2	29	2.8	3.0
Good	23	31.5	38	20.9	31	23.7	66	40.5	27	40.9	54	42.2	25	16.9	45	29.0	309	29.5	30.6
Fair	22	30.1	51	28.0	22	16.8	20	12.3	10	15.2	20	15.6	35	23.6	35	22.6	215	20.6	20.8
Poor	6	8.2	10	5.5	5	3.8	10	6.1	2	3.0	8	6.2	13	8.8	8	5.2	62	5.9	6.0
Don't know	19	26.0	80	44.0	70	53.4	62	38.0	24	36.4	40	31.2	74	50.0	62	40.0	431	41.2	39.7
No response	2	-	8	-	6	-	18	-	9	-	11	-	11	-	8	-	73	-	-
Total	75	100.0	190	100.0	137	100.0	181	100.0	75	100.0	139	100.0	159	100.0	163	100.0	1119	100.0	100.0

$x^2 = 75.76^*$

$p < .05$

Quality of Faculty

Response	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	%
Excellent	2	2.7	11	6.1	3	2.2	8	4.8	6	9.2	5	3.9	1	.7	4	2.6	40	3.8	3.8
Good	19	25.7	31	17.3	28	20.7	59	35.8	22	33.8	49	38.3	26	17.3	37	23.7	271	25.8	26.5
Fair	21	28.4	42	23.5	15	11.1	23	13.9	9	13.8	22	17.2	30	20.0	32	20.5	194	18.4	18.9
Poor	7	9.4	11	6.1	6	4.4	8	4.8	2	3.1	3	2.3	16	10.7	5	3.2	58	5.5	5.5
Don't know	25	33.8	84	46.9	83	61.5	67	40.6	26	40.0	49	38.3	77	51.3	78	50.0	489	46.5	45.2
No response	1	-	11	-	2	-	16	-	10	-	11	-	9	-	7	-	67	-	-
Total	75	100.0	190	100.0	137	100.0	181	100.0	75	100.0	139	100.0	159	100.0	163	100.0	1119	100.0	100.0

$x^2 = 82.94^*$

$p < .05$

Variety of Extracurricular Activities

Response	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	%
Excellent	2	2.7	9	5.0	2	1.5	14	8.5	11	16.9	7	5.4	5	3.4	12	7.7	62	5.9	5.8
Good	14	18.9	27	14.9	16	12.0	41	24.8	19	29.2	30	23.2	17	11.4	32	20.5	196	18.6	19.1
Fair	20	27.0	35	19.3	20	15.0	36	21.8	11	16.9	20	15.5	23	15.4	25	16.0	190	18.1	18.7
Poor	11	14.9	25	13.8	8	6.0	13	7.9	2	3.1	18	14.0	25	16.8	16	10.2	118	11.2	11.2
Don't know	27	36.5	85	47.0	87	65.4	61	37.0	22	33.8	54	41.9	79	53.0	71	45.5	486	46.2	45.1
No response	1	-	9	-	4	-	16	-	10	-	10	-	10	-	7	-	67	-	-
Total	75	100.0	190	100.0	137	100.0	181	100.0	75	100.0	139	100.0	159	100.0	163	100.0	1119	100.0	100.0

$\chi^2 = 70.13^*$

$p < .05$

Variety of Courses

Response	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	%
Excellent	3	4.2	1	.6	3	2.2	14	8.5	12	18.5	6	4.6	3	2.0	5	3.3	47	4.5	4.7
Good	16	22.2	45	25.6	34	25.6	47	28.5	20	30.8	48	37.2	27	18.4	43	28.1	280	26.9	27.2
Fair	25	34.7	50	28.4	23	17.3	37	22.4	14	21.5	30	23.2	39	26.5	39	25.5	257	24.7	25.2
Poor	8	11.1	25	14.2	6	4.5	15	9.1	6	9.2	11	8.5	19	12.9	18	11.8	108	10.4	10.2
Don't know	20	27.8	55	31.2	67	50.4	52	31.5	13	20.0	34	26.4	59	40.1	48	31.4	348	33.5	32.7
No response	3	-	14	-	4	-	16	-	10	-	10	-	12	-	10	-	79	-	-
Total	75	100.0	190	100.0	137	100.0	181	100.0	75	100.0	139	100.0	159	100.0	163	100.0	1119	100.0	100.0

$\chi^2 = 91.02^*$

$p < .05$

Variety of Major Programs

Response	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	%
Excellent	4	5.6	0	0	4	3.0	8	4.9	6	9.4	7	5.4	0	0	4	2.6	33	3.2	3.6
Good	15	21.1	28	15.6	28	21.0	42	25.9	24	37.5	44	34.1	16	10.9	28	18.2	225	21.6	22.4
Fair	15	21.1	49	27.4	19	14.3	36	22.2	13	20.3	23	17.8	35	23.8	36	23.4	226	21.8	21.5
Poor	10	14.1	32	17.9	8	6.0	12	7.4	3	4.7	12	9.3	20	13.6	20	13.0	117	11.3	11.2
Don't know	27	38.0	70	39.1	74	55.6	64	39.5	18	28.1	43	33.3	76	51.7	66	42.8	438	42.2	41.4
No Response	4	-	11	-	4	-	19	-	11	-	10	-	12	-	9	-	80	-	-
Total	75	100.0	190	100.0	137	100.0	181	100.0	75	100.0	139	100.0	159	100.0	163	100.0	1119	100.0	100.0

$\chi^2 = 92.56^*$

$p < .05$

Sports' Program

Response	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	%
Excellent	0	0	5	2.8	5	3.7	12	7.4	6	9.5	5	3.9	1	.7	9	5.9	43	4.1	4.0
Good	7	9.7	16	8.9	7	5.2	40	24.5	16	25.4	25	19.4	16	10.7	19	12.4	146	14.0	14.1
Fair	23	31.9	31	17.2	18	13.3	33	20.2	14	22.2	19	14.7	24	16.1	31	20.3	193	18.5	19.4
Poor	21	29.2	42	23.3	22	16.3	20	12.3	4	6.3	22	17.0	35	23.5	25	16.3	191	18.3	18.6
Don't know	21	29.2	86	47.8	83	61.5	58	35.6	23	36.5	58	45.0	73	49.0	69	45.1	471	45.1	43.8
No response	3	-	10	-	2	-	18	-	12	-	10	-	10	-	10	-	75	-	-
Total	75	100.0	190	100.0	137	100.0	181	100.0	75	100.0	139	100.0	159	100.0	163	100.0	1119	100.0	100.0

$\chi^2 = 99.61^*$

$p < .05$

College Facilities

Response	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	%
Excellent	5	7.1	16	9.0	8	6.1	12	7.4	9	14.1	11	8.6	10	6.7	14	9.2	85	8.2	8.2
Good	30	42.8	42	23.6	28	21.4	66	40.5	17	26.6	44	34.4	28	18.7	45	29.4	300	28.9	30.4
Fair	17	24.3	44	24.7	14	10.7	15	9.2	14	21.9	20	15.6	36	24.0	32	20.9	192	18.5	18.5
Poor	4	5.7	10	5.6	4	3.0	9	5.5	0	0	3	2.3	9	6.0	4	2.6	43	4.1	4.1
Don't know	14	20.0	66	37.1	77	58.8	61	37.4	24	37.5	50	39.1	67	44.7	58	37.9	417	40.2	38.8
No response	5	-	12	-	6	-	18	-	11	-	11	-	9	-	10	-	82	-	-
Total	75	100.0	190	100.0	137	100.0	181	100.0	75	100.0	139	100.0	159	100.0	163	100.0	1119	100.0	100.0

$\chi^2 = 77.06^*$

$p < .05$

Student-Student Relationships

Response	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	%
Excellent	4	5.9	7	3.8	2	1.5	8	4.9	7	10.9	3	2.3	2	1.3	6	3.9	39	3.8	4.0
Good	14	20.6	31	17.0	21	16.0	48	29.3	14	21.9	33	25.8	19	12.8	29	19.1	209	20.1	20.6
Fair	16	23.5	22	12.1	8	6.1	27	16.5	11	17.2	19	14.8	24	16.1	25	16.4	152	14.6	15.2
Poor	5	7.4	12	6.6	3	2.3	8	4.9	0	0	4	3.1	13	8.7	3	2.0	48	4.6	4.6
Don't know	29	42.6	110	60.4	97	74.0	73	44.5	32	50.0	69	53.9	91	61.1	89	58.6	590	56.8	55.6
No response	7	-	8	-	6	-	17	-	11	-	11	-	10	-	11	-	81	-	-
Total	75	100.0	190	100.0	137	100.0	181	100.0	75	100.0	139	100.0	159	100.0	163	100.0	1119	100.0	100.0

$\chi^2 = 72.96^*$

$p < .05$

Student-Student Relationships

Response	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Excellent	6	8.6	7	3.8	4	3.0	13	8.0	10	15.6	5	3.9	7	4.7	10	6.5	62	5.9	6.2
Good	15	21.4	34	18.7	25	18.8	59	36.2	20	31.2	43	33.3	27	18.1	46	29.9	269	25.8	26.1
Fair	12	17.1	23	12.6	7	5.3	16	9.8	6	9.4	9	7.0	17	11.4	14	9.1	104	10.0	10.2
Poor	2	2.8	10	5.5	4	3.0	6	3.7	1	1.6	4	3.1	12	8.0	3	1.9	42	4.0	3.8
Don't know	35	50.0	108	59.3	93	69.9	69	42.3	27	42.2	68	52.7	86	57.7	81	52.6	567	54.3	53.7
No response	5	-	8	-	4	-	18	-	11	-	10	-	10	-	9	-	75	-	-
Total	75	100.0	190	100.0	137	100.0	181	100.0	75	100.0	139	100.0	159	100.0	163	100.0	1119	100.0	100.0

$\chi^2 = 71.75^*$

$p < .05$

APPENDIX III

Attitudinal Items - Set I
Responses by Sex

Quality of Instructional Program

Response	Males		Females	
	#	%	#	%
Excellent	14	2.9	14	2.6
Good	129	26.6	171	31.7
Fair	99	20.4	112	20.7
Poor	38	7.8	22	4.1
Don't know	205	42.3	221	40.9
Total	485	100.0	540	100.0

$X^2 = 8.62$

94 missing observations

Quality of Faculty

Response	Males		Females	
	#	%	#	%
Excellent	20	4.1	20	3.7
Good	111	22.8	153	28.1
Fair	98	20.2	91	16.7
Poor	38	7.8	18	3.3
Don't know	219	45.1	263	48.3
Total	486	100.0	545	100.0

$X^2 = 14.77*$

*p < .05

88 missing observations

Variety of Extracurricular Activities

Response	Males		Females	
	#	%	#	%
Excellent	28	5.8	32	5.9
Good	81	16.7	109	20.0
Fair	84	17.4	104	19.0
Poor	71	14.7	44	8.1
Don't know	220	45.4	257	47.1
Total	484	100.0	546	100.0

$\chi^2 = 12.04^*$

*p < .05

89 missing observations

Variety of Courses

Response	Males		Females	
	#	%	#	%
Excellent	21	4.4	26	4.8
Good	110	23.0	161	29.9
Fair	125	26.1	127	23.6
Poor	58	12.1	46	8.5
Don't know	165	34.4	179	33.2
Total	479	100.0	539	100.0

$\chi^2 = 8.59$

101 missing observations

Variety of Major Programs

Response	Males		Females	
	#	%	#	%
Excellent	15	3.1	18	3.4
Good	88	18.3	131	24.4
Fair	109	22.6	108	20.1
Poor	67	13.9	48	9.0
Don't know	203	42.1	231	43.1
Total	482	100.0	536	100.0

$\chi^2 = 10.83^*$

*p < .05 101 missing observations

Sports' Program

Response	Males		Females	
	#	%	#	%
Excellent	16	3.3	26	4.8
Good	60	12.4	83	15.4
Fair	98	20.2	89	16.5
Poor	113	23.3	70	13.0
Don't know	198	40.8	270	50.2
Total	485	100.0	538	100.0

$\chi^2 = 25.02^*$

*p < .05 96 missing observations

College Facilities

Response	Males		Females	
	#	%	#	%
Excellent	37	7.7	47	8.8
Good	121	25.3	172	32.0
Fair	100	20.9	86	16.0
Poor	29	6.1	13	2.4
on't know	192	40.1	219	40.8
Total	479	100.0	537	100.0

$\chi^2 = 15.73^*$

*p < .05 103 missing observations

Student-Faculty Relationships

Response	Males		Females	
	#	%	#	%
Excellent	20	4.2	18	3.3
Good	91	19.0	113	21.0
Fair	66	13.8	79	14.7
Poor	33	6.9	14	2.6
Don't know	269	56.2	314	58.4
Total	479	100.0	538	100.0

$\chi^2 = 11.40^*$

*p < .05 102 missing observations

Student-Student Relationships

Response	Males		Females	
	#	%	#	%
Excellent	36	7.5	26	4.8
Good	109	22.6	152	28.1
Fair	45	9.3	54	10.0
Poor	30	6.2	11	2.0
Don't know	263	54.5	297	55.0
Total	483	100.0	540	100.0

$X^2 = 17.26^*$

*p < .05

96 missing observations

APPENDIX IV

Attitudinal Items - Set I
by HCC Attendance Plans

Quality of Instructional Program

Response	Plan to Attend HCC					
	Yes		No		Unsure	
	#	%	#	%	#	%
Excellent	6	6.5	13	2.4	6	2.3
Good	38	41.3	124	22.4	95	36.7
Fair	12	13.0	140	25.3	46	17.8
Poor	2	2.2	47	8.5	4	1.5
Don't know	34	37.0	229	41.4	108	41.7
Total	92	100.0	553	100.0	259	100.0

$\chi^2 = 49.44^*$

*p < .05

215 missing observations

Quality of Faculty

Response	Plan to Attend HCC					
	Yes		No		Unsure	
	#	%	#	%	#	%
Excellent	10	10.5	12	2.2	15	5.8
Good	32	33.7	118	21.2	77	29.8
Fair	12	12.6	119	21.4	41	15.9
Poor	2	2.1	37	6.6	9	3.5
Don't know	39	41.1	271	48.7	116	45.0
Total	95	100.0	557	100.0	258	100.0

$\chi^2 = 36.87^*$

*p < .05

209 missing observations

Variety of Extracurricular Activities

Response	Plan to Attend HCC					
	Yes		No		Unsure	
	#	%	#	%	#	%
Excellent	35	36.8	269	48.3	113	43.8
Good	6	6.3	83	14.9	15	5.8
Fair	17	17.9	105	18.8	52	20.2
Poor	26	27.4	83	14.9	56	21.7
Don't know	11	11.6	17	3.0	22	8.5
Total	95	100.0	557	100.0	258	100.0

$\chi^2 = 44.30^*$

*p < .05

209 missing observations

Variety of Courses Offered

Response	Plan to Attend HCC					
	Yes		No		Unsure	
	#	%	#	%	#	%
Excellent	9	9.6	10	1.8	22	8.6
Good	45	47.9	114	20.8	77	30.1
Fair	17	18.1	152	27.7	57	22.3
Poor	3	3.2	75	13.7	15	5.9
Don't know	20	21.3	198	36.1	85	33.2
Total	94	100.0	549	100.0	256	100.0

$\chi^2 = 72.59^*$

*p < .05

220 missing observations

Variety of Major Programs

Response	Plan to Attend HCC					
	Yes		No		Unsure	
	#	%	#	%	#	%
Excellent	7	7.5	5	.9	14	5.5
Good	37	39.8	81	14.7	67	26.4
Fair	21	22.6	131	23.8	47	18.5
Poor	3	3.2	92	16.7	13	5.1
Don't know	25	26.9	242	43.9	113	44.5
Total	93	100.0	551	100.0	254	100.0

$\chi^2 = 84.57^*$

*p < .05

221 missing observations

Sports' Program

Response	Plan to Attend HCC					
	Yes		No		Unsure	
	#	%	#	%	#	%
Excellent	7	7.4	7	1.3	120	46.9
Good	25	26.6	60	10.9	32	12.5
Fair	19	20.2	98	17.8	55	21.5
Poor	8	8.5	133	24.1	32	12.5
Don't know	35	37.2	254	46.0	17	6.6
Total	94	100.0	552	100.0	256	100.0

$\chi^2 = 56.36^*$

*p < .05

217 missing observations

College Facilities

Response	Plan to Attend HCC					
	Yes		No		Unsure	
	#	%	#	%	#	%
Excellent	16	17.0	38	6.9	24	9.4
Good	34	36.2	140	25.6	78	30.7
Fair	12	12.8	118	21.6	46	18.1
Poor	3	3.2	28	5.1	3	1.2
Don't know	29	30.9	223	40.8	103	40.6
Total	94	100.0	547	100.0	254	100.0

$\chi^2 = 26.41^*$

*p < .05

224 missing observations

Student-Faculty Relationships

Response	Plan to Attend HCC					
	Yes		No		Unsure	
	#	%	#	%	#	%
Excellent	8	8.5	12	2.2	13	5.2
Good	25	26.6	103	18.6	52	20.6
Fair	14	14.9	75	13.6	41	16.3
Poor	2	2.1	29	5.2	6	2.4
Don't know	45	47.9	334	60.4	140	55.6
Total	94	100.0	553	100.0	252	100.0

$\chi^2 = 21.35^*$

*p < .05

220 missing observations

Student-Student Relationships

Response	Plan to Attend HCC					
	Yes		No		Unsure	
	#	%	#	%	#	%
Excellent	14	14.7	16	2.9	21	8.2
Good	29	30.5	130	23.6	71	27.8
Fair	6	6.3	59	10.7	25	9.8
Poor	1	1.1	27	4.9	4	1.6
Don't know	45	47.4	320	58.0	134	52.5
Total	95	100.0	552	100.0	255	100.0

$X^2 = 37.60^*$

*p < .05

217 missing observations

APPENDIX V

Attitudinal Items - Set II
by High School

Howard Community College Is a Good Community College

Response	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	%
Strongly Agree	4	5.6	11	6.0	6	4.5	10	6.1	10	15.4	10	8.0	6	3.8	10	6.5	67	6.4	6.5
Agree	38	53.5	75	41.2	53	40.2	87	52.7	32	49.2	62	49.6	61	38.9	76	49.4	484	46.0	47.0
Disagree	8	11.3	14	7.7	5	3.8	10	6.1	2	3.1	5	4.0	9	5.7	9	5.8	62	5.9	6.2
Strongly Disagree	2	2.8	14	7.7	5	3.8	5	3.0	0	0	4	3.2	7	4.4	5	3.2	42	4.0	3.8
Don't know	19	26.8	68	37.4	63	47.7	53	32.1	21	32.3	44	35.2	74	47.1	54	35.1	396	37.7	36.6
No response	4	-	8	-	5	-	16	-	10	-	14	-	2	-	9	-	68	-	-
Total	75	100.0	190	100.0	137	100.0	181	100.0	75	100.0	139	100.0	159	100.0	163	100.0	1119	100.0	100.0

$\chi^2 = 47.60^*$

$p < .05$

HCC Offers Enough Course to Meet My Needs

Response	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	%
Strongly Agree	14	19.7	24	13.3	1	.8	26	15.8	5	7.9	12	9.6	19	12.2	22	14.4	123	11.8	12.2
Agree	26	36.6	57	31.7	24	18.2	27	16.5	14	22.2	34	27.2	45	29.0	45	29.4	272	26.1	26.5
Disagree	8	11.3	30	16.7	26	19.7	42	25.6	14	22.2	17	13.6	15	9.7	28	18.3	180	17.2	17.1
Strongly Disagree	0	0.0	7	3.9	12	9.1	8	4.9	2	3.2	4	3.2	7	4.5	5	3.3	45	4.3	4.0
Don't know	23	32.4	62	34.4	69	52.3	61	37.2	28	44.4	58	46.4	69	44.5	53	34.6	423	40.6	40.1
No response	4	-	10	-	5	-	17	-	12	-	14	-	4	-	10	-	76	-	-
Total	75	100.0	190	100.0	137	100.0	181	100.0	75	100.0	139	100.0	159	100.0	163	100.0	1119	100.0	100.0

$\chi^2 = 75.87^*$

$p < .05$

Learning Resources Center Has Adequate Collection of Materials

Response	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	%
Strongly Agree	7	9.9	19	10.8	5	3.8	9	5.5	9	14.3	4	3.2	5	3.2	4	2.6	62	6.0	6.2
Agree	21	29.6	46	26.1	17	12.9	57	34.8	18	28.6	38	30.9	24	15.6	42	27.6	263	25.4	26.2
Disagree	4	5.6	15	8.5	6	4.5	9	5.5	0	0.0	6	4.9	11	7.1	6	3.9	57	5.5	5.4
Strongly Disagree	1	1.4	13	7.4	1	.8	4	2.4	1	1.6	2	1.6	8	5.2	4	2.6	34	3.3	3.0
Don't know	38	53.5	83	47.2	103	78.0	85	51.8	35	55.6	73	59.3	106	68.8	96	63.2	619	59.8	59.2
No response	4	-	14	-	5	-	17	-	12	-	16	-	5	-	11	-	84	-	-
Total	75	100.0	190	100.0	137	100.0	181	100.0	75	100.0	139	100.0	159	100.0	163	100.0	1119	100.0	100.0

$\chi^2 = 86.62^*$

$p < .05$

Instructors Have Thorough Knowledge of Subject Areas

Response	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	%
Strongly Agree	4	5.6	6	3.4	2	1.5	6	3.7	12	19.0	3	2.4	2	1.3	7	4.6	42	4.1	4.3
Agree	24	33.8	38	21.8	27	20.6	67	40.8	16	25.4	49	40.2	28	18.2	32	21.2	281	27.3	28.4
Disagree	5	7.0	5	2.9	3	2.3	7	4.3	1	1.6	3	2.4	5	3.2	4	2.6	33	3.2	3.4
Strongly Disagree	0	0.0	7	4.0	1	.8	3	1.8	0	0.0	2	1.6	11	7.1	4	2.6	28	2.7	2.3
Don't know	38	53.5	118	67.8	98	74.8	81	49.4	34	54.0	65	53.3	108	70.1	104	68.9	646	62.7	61.5
No response	4	-	16	-	6	-	17	-	12	-	17	-	5	-	12	-	89	-	-
Total	75	100.0	190	100.0	137	100.0	181	100.0	75	100.0	139	100.0	159	100.0	163	100.0	1119	100.0	100.0

$\chi^2 = 109.53^*$

$p < .05$

Instructors Are Interested in Students as People

Response	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	%
Strongly Agree	5	7.0	10	5.7	4	3.1	8	4.9	9	13.8	3	2.4	4	2.6	4	2.6	47	4.5	4.8
Agree	22	31.0	32	18.3	24	18.5	53	32.3	17	26.2	39	32.0	18	11.7	29	19.1	234	22.7	23.9
Disagree	5	7.0	4	2.3	2	1.5	7	4.3	2	3.1	4	3.3	7	4.5	4	2.6	35	3.4	3.6
Strongly Disagree	2	2.8	11	6.3	3	2.3	10	6.1	2	3.1	3	2.4	8	5.2	8	5.3	47	4.5	4.3
Don't know	37	52.1	118	67.4	97	74.6	86	52.4	35	53.8	73	59.8	117	76.0	107	70.4	670	64.9	63.4
No response	4	-	15	-	7	-	17	-	10	-	17	-	5	-	11	-	86	-	-
Total	75	100.0	190	100.0	137	100.0	181	100.0	75	100.0	139	100.0	159	100.0	163	100.0	1119	100.0	100.0

$p < .05$

$\chi^2 = 68.50^*$

APPENDIX VI

Attitudinal Items - Set II
by Sex

Howard Community College Is a Good Community College

Response	Males		Females	
	#	%	#	%
Strongly Agree	32	6.6	32	5.9
Agree	205	42.2	268	49.3
Disagree	26	5.3	36	6.6
Strongly Disagree	27	5.6	14	2.6
Don't know	196	40.3	194	35.7
Total	486	100.0	544	100.0

$X^2 = 10.90^*$

*p < .05

89 missing observations

HCC Offers Enough Courses to Meet My Needs

Response	Males		Females	
	#	%	#	%
Strongly Agree	54	11.2	77	14.2
Disagree	134	27.8	136	25.1
Agree	74	15.4	97	17.9
Strongly Agree	13	2.7	20	3.7
Don't know	207	42.9	211	39.0
Total	482	100.0	541	100.0

$X^2 = 5.28$

96 missing observations

Learning Resource Center Has Adequate Collection of Materials

Response	Males		Females	
	#	%	#	%
Strongly Agree	24	5.0	35	6.7
Agree	119	24.8	139	25.9
Disagree	29	6.1	27	5.0
Strongly Disagree	20	4.2	12	2.2
Don't know	287	59.9	322	60.1
Total	479	100.0	536	100.0

$\chi^2 = 4.85$

*p < .05

104 missing observations

Instructors Have Thorough Knowledge of Subject Areas

Response	Males		Females	
	#	%	#	%
Strongly Agree	20	4.2	21	3.9
Agree	135	28.4	139	26.0
Disagree	16	3.4	16	3.0
Strongly Disagree	21	4.4	5	.9
Don't know	284	59.7	353	66.1
Total	476	100.0	534	100.0

$\chi^2 = 14.12^*$

*p < .05

109 missing observations

Instructors are Interested in Students as People

Response	Males		Females	
	#	%	#	%
Strongly Agree	25	5.2	22	4.1
Agree	110	23.1	118	22.0
Disagree	14	2.9	18	3.4
Strongly Disagree	26	5.5	19	3.5
Don't know	302	63.3	359	67.0
Total	477	100.0	536	100.0

$\chi^2 = 3.55$

*p < .05

106 missing observations

APPENDIX VII

Attitudinal Items - Set II
by HCC Attendance Plans

Howard Community College Is a Good Community College

Response	Plan to Attend HCC					
	Yes		No		Unsure	
	#	%	#	%	#	%
Strongly Agree	17	18.3	21	3.7	22	8.6
Agree	52	55.9	228	40.6	142	55.3
Disagree	2	2.2	45	8.0	6	2.3
Strongly Disagree	1	1.1	28	5.0	4	1.6
Don't know	21	22.6	240	42.7	83	32.3
Total	93	100.0	562	100.0	257	100.0

$\chi^2 = 69.15^*$

*p < .05

207 missing observations

HCC Offers Enough Courses To Meet My Needs

Response	Plan to Attend HCC					
	Yes		No		Unsure	
	#	%	#	%	#	%
Strongly Disagree	4	4.3	101	18.0	13	5.2
Disagree	17	18.3	191	34.0	42	16.7
Agree	38	40.9	51	9.1	60	23.8
Strongly Agree	6	6.5	15	2.7	8	3.2
Don't know	28	30.1	203	36.2	129	51.2
Total	93	100.0	561	100.0	252	100.0

$\chi^2 = 126.69^*$

*p < .05

213 missing observations

LRC Has Adequate Collection of Materials

Response	Plan to Attend HCC					
	Yes		No		Unsure	
	#	%	#	%	#	%
Strongly Agree	9	9.7	26	4.7	22	8.8
Agree	34	36.6	122	21.8	70	27.9
Disagree	3	3.2	43	7.7	7	2.8
Strongly Disagree	4	4.3	19	3.4	6	2.4
Don't know	43	46.2	349	62.4	146	58.2
Total	93	100.0	559	100.0	251	100.0

$\chi^2 = 27.45^*$

*p < .05

216 missing observations

Instructors Have Thorough Knowledge of Subject Areas

Response	Plan to Attend HCC					
	Yes		No		Unsure	
	#	%	#	%	#	%
Strongly Agree	9	9.7	13	2.3	17	6.8
Agree	28	30.1	136	24.4	74	29.7
Disagree	4	4.3	17	3.1	5	2.0
Strongly Disagree	3	3.2	16	2.9	2	.8
Don't know	49	52.7	375	67.3	151	60.6
Total	93	100.0	557	100.0	249	100.0

$\chi^2 = 25.30^*$

*p < .05

220 missing observations

Instructors Are Interested in Students as People

Response	Plan to Attend HCC					
	Yes		No		Unsure	
	#	%	#	%	#	%
Strongly Agree	10	10.8	16	2.9	15	6.0
Agree	26	28.0	112	20.0	66	26.5
Disagree	3	3.2	20	3.6	5	2.0
Strongly Disagree	3	3.2	26	4.6	7	2.8
Don't know	51	54.8	386	68.9	156	62.7
Total	93	100.0	560	100.0	249	100.0

$\chi^2 = 22.98^*$

*p < .05

217 missing observations

APPENDIX VIII

Adequacy of Recruitment Information
Ratings by High School

Information Explained College's Programs Clearly

Response	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	%
Yes	12	44.4	22	40.7	24	64.9	36	72.0	13	48.1	21	56.8	18	41.9	34	70.8	180	55.7	55.6
No	15	55.6	32	59.3	13	35.1	14	28.0	14	51.9	16	43.2	25	58.1	14	29.2	143	44.3	44.4
No Response	1	-	0	-	0	-	0	-	1	-	0	-	4	-	2	-	8	-	-
Total	28	100.0	54	100.0	37	100.0	50	100.0	28	100.0	37	100.0	47	100.0	50	100.0	331	100.0	100.0

$\chi^2 = 21.36^*$

*p < .05

Information Answered Questions About the College

Response	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	%
Yes	15	57.7	25	46.3	25	67.6	39	78.0	17	63.0	30	78.9	22	50.0	34	70.8	207	63.9	64.5
No	11	42.3	29	53.7	12	32.4	11	22.0	10	37.0	8	21.1	22	50.0	14	29.2	117	36.1	35.5
No Response	2	-	0	-	0	-	0	-	1	-	0	-	3	-	2	-	8	-	-
Total	28	100.0	54	100.0	37	100.0	50	100.0	28	100.0	38	100.0	47	100.0	50	100.0	332	100.0	100.0

$\chi^2 = 20.64^*$

*p < .05

Information Helped Me Decide Whether to Attend

Response	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Yes	10	37.0	23	43.4	18	48.6	31	60.8	11	40.7	21	55.3	16	34.8	21	42.9	151	46.0	46.0
No	17	63.0	30	56.6	19	51.4	20	39.2	16	59.3	17	44.7	30	65.2	28	57.1	177	54.0	54.0
No Response	1	-	1	-	0	-	0	-	1	-	0	-	1	-	1	-	5	0	-
Total	28	100.0	54	100.0	37	100.0	51	100.0	28	100.0	38	100.0	47	100.0	50	100.0	333	100.0	100.0

$X^2 = 9.75^*$

*p < .05

Information Helped Me Understand How to Apply

Response	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Yes	4	15.4	18	34.0	13	36.1	25	50.0	14	51.9	19	50.0	15	32.6	25	51.0	133	40.9	39.7
No	22	84.6	35	66.0	23	63.9	25	50.0	13	48.1	19	50.0	31	67.4	24	49.0	192	59.1	60.3
No Response	2	-	1	-	1	-	0	-	1	-	0	-	1	-	1	-	7	-	-
Total	28	100.0	54	100.0	37	100.0	50	100.0	28	100.0	38	100.0	47	100.0	50	100.0	332	100.0	100.0

$X^2 = 16.14^*$

*p < .05

Information Helped Me Understand That Courses Transfer

Response	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	%
Yes	13	52.0	27	50.0	21	56.8	36	72.0	14	51.8	21	55.3	20	44.4	34	68.0	186	57.1	57.2
No	12	48.0	27	50.0	16	43.2	14	28.0	13	48.1	17	44.7	25	55.6	16	32.0	140	42.9	42.8
No Response	3	-	0	-	0	-	1	-	1	-	0	-	2	-	0	-	7	-	-
Total	28	100.0	54	100.0	37	100.0	51	100.0	28	100.0	38	100.0	47	100.0	50	100.0	333	100.0	100.0

$\chi^2 = 11.63^*$

*p < .05

Information Helped Me Understand Financial Aid Programs

Response	Wilde Lake		Oakland Mills		Mt. Hebron		Howard		Hammond		Glenelg		Centennial		Atholton		Total		Adjusted Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	%
Yes	11	44.0	17	32.1	18	51.4	26	52.0	12	46.2	20	54.1	12	29.3	26	54.2	142	45.1	45.9
No	14	56.0	36	67.9	17	48.6	24	48.0	14	53.8	17	45.9	29	70.7	22	45.8	173	54.9	54.1
No Response	3	-	1	-	2	-	1	-	2	-	1	-	6	-	2	-	18	-	-
Total	28	100.0	54	100.0	37	100.0	51	100.0	28	100.0	38	100.0	47	100.0	50	100.0	333	100.0	100.0

$\chi^2 = 12.12^*$

*p < .05